



WEBBER'S CHURCH OF ENGLAND SCHOOL

Religious Education Policy

RATIONALE

Webber's is a Church of England School and so within this specifically Christian environment, we aim to provide Religious Education in accordance with the provision of the Trust Deed of the school. From this perspective of our foundation, we aim to enable children to develop a spiritual understanding, to begin to comprehend what it means to be a person of faith, and to accept and value those whose commitments, values and ways of life are different from their own.

AIMS

Religious education should allow children to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

We believe that:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.

- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- 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.

OBJECTIVES

Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g., texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

SKILLS AND ATTITUDES

In order to enable pupils to investigate their own and other people's beliefs, the following skills and attitudes should be developed. Learning opportunities will be planned so that pupils:

- have the opportunity, in a variety of contexts, to develop their oral skills.
- can develop their reading and writing skills, together with the acquisition of appropriate religious language and vocabulary.
- have the opportunity to develop their investigative and reasoning skills which could include interpreting, analysing, exploring and evaluating, together with the use of information technology.
- are encouraged to consider and acknowledge the basis of their own beliefs, values and assumptions, and develop respect for and understanding of the beliefs and cultures of others.
- are encouraged to consider the impact of religious beliefs and value systems on lives of different children, women and men.
- are encouraged to reflect on their feelings, perceptions and impressions, in the classroom and
- elsewhere, through silence and stillness, through discussion, and through recording personal
- reflections in a variety of creative ways.
- are able to experience situations which will encourage empathy, confidence and self-esteem and develop imagination and curiosity.
- are encouraged to develop a willingness to talk about their beliefs and share with others their observations and experiences.

ORGANISATION

- The Diocesan Board of Education recommends that religious education is taught for a minimum of 5% of curriculum time. This amounts to 40 hours per year. At Webbers we ensure that pupils receive in excess of this, with a combination of discrete RE teaching and learning lasting at least 7 hours each half term, as well as further reference to this learning and other theology as relevant through the course of curriculum projects.
- The time allocated for religious education is separate from the time given to Collective Worship.
- The Devon and Torbay 2019 Agreed Syllabus, which incorporates units from Understanding Christianity, as well as units focusing on the other 5 principle world religions (and non-religious world views) allows for appropriate breadth, depth, continuity and progression in the study of RE. It is a spiraling curriculum that builds on knowledge and skills.

EQUAL OPPORTUNITIES AND MEETING INDIVIDUAL NEEDS

Equality and justice for all people form the central concern for all religious education.

Based on Christ's teaching, all RE in the school will ensure an understanding of the following principles:

- There is a need for appropriate differentiation that challenges and supports all learners.
- people have different lifestyles, beliefs and values but share a common humanity.
- all people have a right to their own beliefs.
- respect should be shown to those of faith and those of no faith.
- the diversity of roles of both men and women in religion should be explored.
- no one should be discriminated against because of code of dress, diet or religious observance.
- a global perspective is necessary as the experiences of a faith community in Britain may be different from those of the same faith elsewhere.
- faith and culture are not one and the same and should be explored as separate concepts.
- within any faith community there are different traditions, customs and practices.
- stereotypes should be challenged, and material explored for bias.
- language used is not sexist or racist.
- good practice in RE will challenge discrimination and prejudice.

ASSESSMENT, RECORDING AND REPORTING

The assessment, recording and reporting of pupil's progress in RE will be conducted in a way which is consistent with the school's policy, it will recognise that while knowledge can be assessed, there will be aspects of pupil's work, which it would not be appropriate to assess. For example, it would not be appropriate to assess matters which pupils may wish to keep to themselves. This means that pupils should never be pressurised into disclosing personal information, and no assessment or judgement should be made of their willingness or unwillingness to do so.

Assessment, recording and reporting of RE will:

- Help pupils to recognise the degree of progress which they have made in RE.
- enable pupils to identify ways of improving their work.
- provide information which is useful to the intended audience in language which can be easily understood (e.g., by pupils, parents, other teachers and other schools).

- ensure that pupils are actively involved in the process of reviewing their own work.
- be manageable in the time available, make reasonable and realistic demands on teachers and minimize the amount of unnecessary duplication.
- be conducted in the kind of positive, supportive and constructive climate which recognizes the needs and anxieties of pupils.
- be based on the range and types of assessment tasks which help pupils to continue to develop their understanding of the key elements of the RE Programme of Study.
- be based on shared understanding of the criteria which are being applied, and the significance of any marks, grades or symbols which are awarded.
- facilitate the provision of summative information which meets any statutory requirements and the needs of transfer institutions.

Assessments will be based on end of unit and end of phase outcomes and knowledge building blocks as outlined in the schemes of work, and children will be described as Working Towards, Working At or Working at with Greater Depth according to the end of phases outcomes (Y2, Y4 and Y6). In EYFS, assessment is aligned to the ELG's in the appropriate prime areas.

ROLE OF RE SUBJECT LEADER

The RE Subject Leader will be responsible for:

- Producing an agreed subject policy which is compatible with the school's overall curricular aims, and which meet statutory requirements.
- supporting other subject leaders in the development of RE within the school's curriculum to ensure that pupils experience a sufficient variety of key entitlement experiences and that the subject policy is put into practice.
- providing advice to teachers on appropriate resources, teaching strategies and approaches to assessment.
- coordinating the purchase, organisation and storage of appropriate RE resources.
- monitoring pupils' work to ensure consistency of standards and monitoring assessment opportunities to ensure that there are a sufficient variety of tasks.
- assisting with the regular evaluation and monitoring of the quality of provision in the subject, participating in the identification of agreed development tasks each year and reviewing the RE policy as appropriate.
- keeping abreast of recent developments in the subject, attending relevant in-service courses and participating in the planning and delivery of school based inset and discussions.
- liaising with the governing body and Diocesan officers on matters relating to RE.

THE ROLE OF CLASS TEACHERS

Class teachers will be responsible for:

- I. Participating in the collaborative development of RE within the school's curriculum to meet the criteria agreed by the school and which ensures that pupils encounter a range of key entitlement experiences.
- II. developing an appropriate number of learning tasks which can be used for assessment purposes and recording the outcomes of these using the system agreed by the school.
- III. reporting to parents on pupil's progress in RE.
- IV. participating in the collaborative review of the effectiveness of the scheme of work
- V. ensuring there is a current, informative and vibrant display within each classroom as well as a dedicated focal point for reflection.