

Religious Education Policy

Rawdon St. Peter's is a Church School and we have strong links with St. Peter's Church. We recognise the importance of developing pupils' spirituality and moral code within the context of the Christian community and faith. Our five Key Christian Values decided on by the whole school community are:



We are committed to providing a rich and caring environment, where each child is valued, nurtured and feels cared for and secure.

Rationale and aims:

In Religious Education at Rawdon St. Peter's and as a Church school we aim that Religious Education will:-

- **enable pupils to know about and understand Christianity as a living faith** that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society.
- **It encourages empathy, generosity and compassion and develops a sense of awe and wonder and mystery**
- **Enable pupils to explore other world religions** so that they are able to not only learn about the religions, but make comparisons and also learn from them.

The contribution R.E. makes to other curriculum aims in particular to community cohesion

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, social, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to

achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

R.E. plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Effective teaching and learning about Religions and World Views

Church schools have a duty to provide accurate knowledge and understanding of religions and world views. They should provide:

- A challenging and robust curriculum based on an accurate theological framework.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
 - The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.

The school's approach to teaching R.E.

R.E. has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses, (diocesan advice) and in schools, taking into account the need to offer breadth of content.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

Religious Education at Rawdon St. Peter's C. of E. Primary School is delivered in the following way:

We use as a basis for our planning the Leeds agreed syllabus which gives lesson examples and resources that can be used and tailored to each class's individual needs.

How R.E. is organised - Curriculum balance

Christianity should be the majority study in RE in every school. In Church schools that should be clearly adhered to. In Key Stages 1 – 3 at least 2/3rds of RE teaching should be around Christianity. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%.

The Foundation Stage

During the foundation stage, children begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration. Children listen to and talk about stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. The contribution of religious education to the early learning goals. The early learning goals set out what most children should achieve by the end of the foundation stage.

R.E. is taught as a specific subject this is delivered weekly or in blocks over the terms. Every effort is made to link the areas covered by the Agreed Syllabus to the curriculum topics taught, or with other areas of school life.

In KS1

Enquiries take the form of a key question followed by a series of supplementary questions which provide the structure and direction of the individual enquiry. Together the enquiries are designed to engage pupils in both learning about and from religions and worldviews. The characteristics of learning highlight the key features of RE at key stage 1 and the experiences/opportunities provide guidance on the kinds of learning experiences children at key stage 1 should encounter. At key stage 1 pupils should study Christianity and one other religion (Islam) and include other worldviews.

In KS2

These enquiries have been shaped to form a key question followed by a series of supplementary questions which provide the focus and structure for each enquiry. The emphasis is on developing the skills of investigation and enquiry and effectively engaging pupils in their learning in RE. The characteristics of learning highlight the essence of RE in key stage 2 and the experiences/opportunities provide guidance on the types of learning encouraged for key stage 2 children. At key stage 2 children study: Christianity, Hinduism, Judaism and Islam.

Resources for R.E. are kept in the music room any additional resources needed are brought to the attention of the curriculum leader, who endeavours to arrange the purchase/hire/loan of such materials.

An Enquiry Approach to Religious Education

It is intended that teachers will be creative and imaginative and develop their own approaches based on the agreed syllabus model, providing pupils with the opportunity to be involved in the planning and scope of their learning. Teachers are encouraged to plan with local faith and belief communities in mind and recognise the role they can play in providing examples of rich heritage and the diversity of faith, belief and ways of life. Pupils will be reminded that religion is globally and locally a vital and dynamic aspect of life and that they belong to a Leeds community that is increasingly diverse. Enquiries are based on the following key skills that pupils need to make progress with their learning in RE.



Able, Gifted and Talented

Teachers at Rawdon St. Peter's work hard to ensure that all lessons are differentiated to provide opportunities to challenge the pupils and further develop their skills.

Equal Opportunities

All children are given the opportunity to develop their abilities to their full potential regardless of gender, race, class or disability. We give the children the opportunity to study positive role models from a range of races, genders and cultures

Assessment and Recording of RE

At the beginning and end of each unit of work, teachers will assess the children based on their work and contribution's during class activities. Attainment of the children will be recorded following the completion of a topic using the resources from the Leeds hub.

Arrangements for monitoring standards of teaching and learning in RE

The subject lead will monitor RE within the school through analysis of this assessment data, through lesson observations, through work sampling and through pupil interviews.

This information will feed into the Church school self - evaluation process (SIAMS).

The right of Withdrawal from RE

At Rawdon St. Peter's Primary School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children 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 occasion, 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 or anxieties about the policy, provision and practice of religious education at Rawdon St. Peter's Primary School.

Managing the right of withdrawal

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.

- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

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