

Castle Hill St Philip's CE Primary



RELIGIOUS EDUCATION POLICY

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1. Rationale

In this Church of England Voluntary Aided School, Religious Education is provided in conformity with the rites, practices and doctrines of the Church of England as laid down in the Trust Deed. RE plays a major part in promoting the Christian aims, values and ethos of the school as expressed in the Mission Statement.

2. Aims of RE

Within the context of our school and church, RE will support the children in developing their own beliefs, values, moral codes and attitudes.

The teaching of RE will give pupils a sound knowledge and understanding of the Christian faith, and also an understanding of the beliefs and practices of the other major world faiths, whilst developing a tolerance and respect for difference and diversity. RE will help to develop skills of reflection and empathy. Through inclusive learning and a wide variety of teaching styles a positive attitude towards the study of religion and faith will be developed. Teachers will aim to develop curiosity and investigative skills, enabling children to answer their own questions about religion. Children will be encouraged to develop openness and sensitivity to others and the world around them and the need to care for others.

3. Content of RE

- a. The teaching of Christianity will form the basis of Religious Education in our school. However, the study of other world faiths will present a valuable opportunity to extend children's religious understanding. Units of work for Christianity for each year group will be taught in accordance with the Liverpool Diocese Syllabus.
- b. Approximately 5% of curriculum time will be allocated to the teaching of RE. As a Christian school 80% of this time will be based on teaching Christianity and 20% will be based on the teaching of other world faiths. During the second half of the Autumn term and linking with the value of Respect, the creative curriculum focuses on multi-faiths to encourage children's thinking about themselves as citizens in a diverse society and to develop interest, respect and sensitivity to others.
- c. Children will be given opportunities to visit a variety of Christian places of worship (All Saints Parish Church, Liverpool Cathedral and churches of other Christian denominations) and, importantly, the places of worship of other major faiths.

4. Organisation of the Curriculum

- a. Quality Learning and Teaching

The learning and teaching of RE will be in accordance with our learning and teaching policy: teachers will have high expectations of all learners; objectives will be shared at the beginning of each lesson as a 'Can I ...' question which is revisited during the plenary; success criteria, where appropriate will be discussed with the children. A variety of engaging learning and teaching techniques and strategies will be employed, accommodating different learning styles.

b. Planning

There are three phases of curriculum planning: long, medium and short term.

- The long term plan maps the topics studied in each term.
- The medium term plans are incorporated in the Liverpool Diocese Syllabus.
- The short term plans are recorded on weekly planning formats, written by the class teacher and are made available for SLT to view. These plans record the learning objectives and the expected outcomes.

c. Differentiation

In order for children to succeed in RE, differentiation must be considered at the short term planning stage which may include differentiation by task, resource, outcome, response, group or support.

d. Marking of work

Children's work is marked in accordance with the school's agreed marking policy.

5. Assessment

Teachers will employ a range of Assessment for Learning strategies in teaching RE so that children and teachers know their strengths and areas for development. This is achieved by sharing specific learning objectives, marking work in accordance with the schools policy, providing experiences to enable children to be involved in their own and peer assessment. Summative assessments will be recorded on agreed formats following completion of each unit. Progress in RE will be reported to parents in the annual school reports.

6. Role of Subject Leader

The role of the RE subject leader is to:

- Be responsible for the development of RE in school.
- Support teachers in their planning and strategies for classroom management.
- Monitor examples of weekly planning and review coverage and quality of learning in children's books.
- Disseminate new information.
- Coordinate faith month on a yearly basis.
- Manage RE resources and their storage.
- Assist SLT in ensuring shared areas and each classroom are conducive to supporting the Christian nature of our school.

7. Inclusion

All children have equal access to the RE curriculum. Our school strives to meet the needs of pupils with special educational needs, with disabilities, those who are gifted and talented and those learning English as an additional language. Parents have the right to remove children from RE lessons if they wish.

8. Review

The Religious Education policy will be reviewed every three years.