



## **The Importance of Religious Education (RE)**

*Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10) It will help educate for dignity and respect encouraging all to live well together.*

Religious Education in Church of England Schools, A Statement of Entitlement 2019

RE raises 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.

RE encourages pupils to learn about and learn from different religions, beliefs, values and traditions while exploring their own beliefs and seeking answers to big questions.

RE makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of RE is to help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

Our Church of England School seeks to express the Christian faith in all aspects of school life. Our actions are guided by our Christian values and our concern to do the best for our children and wider school community.

## **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of RE at Tarporley CE Primary School.

The spiritual and moral development of our children underpins all aspects of our school life.

## **Legal Requirements**

Tarporley CE is a Church of England Controlled school.

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that RE is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the school governors. Our RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based upon and follows the Cheshire West and Chester Agreed Syllabus (updated July 2019) and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

## **Aims**

The purpose of teaching RE in our school is to:

- To show children that Christianity is about following the living God, Father, Son and Holy Spirit and is relevant to their daily lives.
- To extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.
- To help pupils understand the significance of religion and faith, and its contribution to their spiritual, moral, social and cultural development.
- To develop and understanding of and respect for the religious beliefs and practices of World Faiths as well as belief systems such as Humanism.

## Principles

We aim through our teaching:

- To provide an RE curriculum within the framework of the Cheshire West and Chester Agreed Syllabus 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 study of major world religions to encourage and understanding and appreciation of the rich diversity of religious belief and practice in society today.

## We aim to encourage children in our school

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences.
- To develop respect for other people, their beliefs and their life-styles.
- To develop an enquiring attitude towards religion.

## Entitlement

The children's entitlement is based upon Agreed Syllabus and Tarporley CE's long, medium and short term planning which is supported by the Chester Diocesan Scheme of Work and the *Understanding Christianity* publication.

- In the main, RE will be taught as a discrete subject although the approach may vary as meaningful links with other curriculum areas and our termly themes may be made where this enhances the learning.
- RE in school is organised using a whole school overview or plan. This lays out which units or themes should be studied by each year group.
- Wherever possible, all children will learn from primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship and drama workshops and visiting theatre companies also support the teaching and learning of RE in school.

## Implementation

- RE will be taught throughout the school mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.
- RE may 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 and other places of worship will occur across all key stages with Year 4 visiting 3 places of worship as part of our two-year rolling programme of educational visits.

A variety of teaching approaches are encouraged:

- ◇ Teacher presentations, role play and story telling
  - ◇ Questions and answer sessions, discussions and debates
  - ◇ Individual and group research
  - ◇ Photographs, pictures and maps
  - ◇ ICT, television, video, film and computers to research and communicate ideas
  - ◇ Creative arts; art, music, poetry.
- Progression will be guided by the Cheshire West and Chester Agreed Syllabus supported by the Diocese of Chester RE Scheme of Work.
  - RE may be integrated with other subjects as appropriate for example Computing, Art and Design, History and PSHE.
  - RE resources will be reviewed and updated regularly considering budgetary constraints.

- Classroom support will be welcomed under the guidance of the teacher, eg. skilled individuals and parents, etc.

### **Special Educational Needs and Disabilities (SEND)**

Children with special educational needs/disabilities will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimise inclusion, the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities. Individualised targets may support children who are identified as having special educational needs/disabilities. These will specify differentiated learning and assessment.

*See separate SEND school policy*

### **Equal Opportunities**

RE as an essential part of the curriculum should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation.

We aim to help the children in our school to respect themselves and to be sensitive to the needs of others.

### **Health and Safety**

Teachers have a copy of the School Health and Safety Policy together with the Field Visits Policy. Staff use Evolve to carry out risk assessment and guidance notes. The school and its grounds are maintained in a manner that promotes a safe, healthy and educationally stimulating environment.

### **Resources**

Resources are stored in a central location and primary sources used as much as possible to support learning in all areas. School has access to the Education Library Service to add to resources already available.

### **Planning, Assessment, Reporting and Record Keeping**

- RE is assessed inline with the school policy of assessment and meets the requirements of the Cheshire West and Chester Agreed Syllabus.
- In order to show progress towards the end of Key Stage expectations, the staff appreciate that assessment of progress in RE should be undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussions, activities or recorded work.
- Planning is delivered on a 2-year cycle.
- Staff plan units of work following the Cheshire West and Chester Agreed Syllabus supplemented by the planning created by RE leads for the diocese. This will also be enhanced by teachers' own planning as well as by *Understanding Christianity* where needed to fully meet the needs of the class.
- The approach to teaching and learning will be to focus upon a 'big question' that the series of lessons will explore and unpick

### **Monitoring and Evaluation**

- The Headteacher has overall responsibility for monitoring and evaluation.
- The RE subject leader will assist the Headteacher by monitoring Long Term and Medium Term plans.
- The subject leader will manage resources.
- The subject leader will endeavour to keep up to date with information, initiatives and developments in RE and disseminate this as appropriate.
- The subject leader will be aware of staff development needs and encourage continuing professional development.
- The subject leader will attend RE cluster meetings to learn from colleagues and gain a better understanding of developments within the subject, both local and national.
- The subject leader will facilitate the sharing of good practice to colleagues through staff meetings and the sharing of resources.
- The subject leader will be responsible for drawing up an action plan for RE. Generally this will be an annual plan and should be informed by this policy.

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