Let your light shine
(Matthew 5:16)

Discover - Value - Celebrate - Praise

Policy for Religious Education

Formally adopted by the Governing Board of:	**Denver VC Primary School**
On:	**21st September 2022**
Chair of Governors:	**Carole Reich**
Last updated:	**22nd September 2021**

Policy for Religious Education

Aims

The broad aims of religious education (RE) are set out within the Norfolk Agreed Syllabus (2019) and the Church of England Education Office Statement of Entitlement (2019). The purpose of religious education is to promote religious literacy. By this we mean that pupils are able to hold balanced and well-informed conversations about religion and belief.

The aims of religious education are to enable pupils to:

- Know about and understand Christianity as a diverse global living faith that influences the lives of people worldwide and as the religion that has most shaped British Culture and heritage
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith
- Know about and understand other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights
- Show a well-informed, balanced, sensitive, respectful attitude to religions and world views
- Engage in meaningful and well-informed dialogue with those of other faiths and none
- Explore their own spiritual, philosophical and ethical beliefs and values
- To affirm each child in his/her own family tradition, religious or secular
- To develop an enquiring mind

The curriculum for RE is designed to ensure religious literacy lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between theology, philosophy and the human/social sciences.

Theology (Thinking through Believing): This examines where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Philosophy (Thinking through Thinking): This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.

Human/Social Sciences (Thinking through Living): This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies.

We recognise that our pupils may come from a variety of religious and secular backgrounds and welcome this diversity. Our religious education programme seeks to be sensitive to the home background of each child; it's not the function of RE to promote or disparage particular religious views. We want children to learn about religion and to learn from religion.

Teaching RE

Religious education uses an enquiry-based approach to learning. This is based on the best practice framework in the Norfolk Agreed Syllabus. This approach enables pupils to focus on an enquiry question which explores aspects of the theological, philosophical and human/social sciences. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, music, thinking skills, artefacts and stories. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

In accordance with the Statement of Entitlement (2019), at least 50% of curriculum time is allocated to the teaching of Christianity. This entitlement is met both through the weekly or blocked teaching of RE. Additionally, as a Voluntary Controlled school, cross curricular topics at certain times of the year involve the teaching of Christianity.

We use the resources The Emmanuel Project and Understanding Christianity to deliver RE across the school.

Monitoring and Evaluation

The RE subject lead will monitor RE provision through observation, learning walks, looking at work, looking at floor books, talking to children and reviewing the curriculum with staff.

The Right of Withdrawal from RE

We recognise that parents have the legal right to withdraw their children from religious education and those who wish to do so are asked to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of religious education. It is hoped that, in discussing their requirements, an understanding can be reached and arrangements for alternative Religious Education or supervision made.

Role of the RE Leader

- To ensure that the RE policy is implemented and to keep up to date with reviews
- To have oversight of the RE curriculum and keep up to date with local and national changes
- To monitor, review and update resources

- To monitor pupil progress and achievement
- To develop links with the Church and Diocese
- To coach, mentor and support teachers in developing their strengths in teaching RE, including planning, arranging and delivering CPD as appropriate
- To liaise with parents to ensure all children receive their entitlement

Entitlement and Inclusion

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self–esteem.

Parental and Community Involvement

Parents are encouraged to involve themselves in RE within the school. Parents are invited into school to look at their children's work, and a report on their child's progress in RE is given out annually. The community is encouraged to support the teaching of RE through visits and visitors.

Monitoring and Review

The implementation and impact of the policy will be evaluated through the school's self-evaluation process. The policy will be reviewed every year.

Links to Other Policies

A separate policy is available for Collective Worship.