

CAPENHURST CHURCH OF ENGLAND PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

We are a nurturing, inclusive, learning community, that celebrates all possibilities, through a journey of curiosity, compassion and resilience, nourishing each other spiritually, emotionally, intellectually and physically with God as our companion.

Our shared story – Feeding the 5000 Luke 6:1-14

Introduction

Religious education 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. It is to be remembered that RE is an academic subject that is non-confessional.

'Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religions (and world views) and for the religious freedom of each person.' (RE Statement of Entitlement, February 2019)

The Education Reform Act of 1988 requires that every maintained school makes provision within its curriculum for the teaching of Religious Education. Along with R.E. every area of the curriculum must promote the spiritual, moral, cultural, mental and physical development of the pupils and prepare them for adult life.

Aims and objectives

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils to:

- Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- Gain knowledge and understanding of a range of religions and world views appreciating diversity, continuity and change within the religions and world views being studied.
- Engage with challenging questions of meaning and purpose raised by human existence and experience.
- Recognise the concept of religion and its continuing influence on Britain's' cultural heritage in the lives of individuals and societies in different times, cultures and places.
- Explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Our RE curriculum

At Capenhurst CE Primary School, pupils and their families can expect high quality religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views.

As a church school, the teaching of Christianity is at the heart of our RE curriculum. We teach according to the Cheshire Agreed Syllabus. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupils own understanding of the world as part of their wider religious literacy. The curriculum enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.

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Links with our school vision, and support for pupils' spiritual, moral, social and cultural development are intrinsic to our RE curriculum and have a significant impact on our learners. We provide a wide range of opportunities for learners to understand and make links between the beliefs, practice and value systems of the range of faiths and world views studied. Pupils are made aware of the role of foundational texts, beliefs, rituals and practices and how they help to form identity in a range of religions and world views.

The curriculum supports the development of the pupils' literacy, empathy and their ability to express their thoughts, feelings and personal beliefs. The curriculum is delivered through a range of texts that will support and challenge to meet the diverse needs and abilities of the children in school. Value will be placed on the contributions of all children.

Religious Education will be allocated to the timetable for a total of 45 minutes per week in Key stage one and in Key Stage 2 children should be taught Religious Education for 60 minutes each week. The long term plan available on the website (<http://www.capenhurstcep.cheshire.sch.uk/page/r.e./58264>) indicates the range of religions, beliefs and world views covered in school.

To learn about religion entails meeting it in every possible way; by visiting places of worship, meeting followers of faiths and handling religious artefacts. The teacher should explore these possibilities when planning for and delivering the unit of study. Each class will visit at least one other place of worship each year.

Assessment in RE

Assessment provides an opportunity for the children and staff to determine their understanding of the work being studied. In RE, these are assessed in the following ways:

- In-class assessment using thumbs up, talk partners and oral feedback
- Post-its with comments, drama and role-play, visual arts responses
- In KS2, half termly assessments are in books and indicate which objectives are met by the end of the half term
- In KS1, annotations are made on the medium-term plan and a class-based assessment is used

There are long-term assessments kept for each child for the duration of their time at Capenhurst. This is a record of their progress against the Chester Diocese End of Key Phase Statements – EYFS, KS1, LKS2 and UKS2.

Children's progress and attainment in RE is reported to parents in the annual report at the end of the school year.

The monitoring of the teaching and learning of RE is carried out through the process of school self-evaluation. This will include scrutiny of planning and children's work as well as learning walks and conversations with pupils.

WITHDRAWALS

Parents have a right by law to withdraw their children from the Religious Education curriculum. However, in view of the importance placed on RE as a core subject in a church school, we hope that all children will participate fully in RE. We feel that our curriculum is broad and open to enable all pupils and staff to feel comfortable and confident in taking part.

If a parent chooses to consider withdrawing the child from RE lessons, they are encouraged to discuss this first with the headteacher. Any requests of partial or full withdrawal must be made in writing. In this event, the school will undertake responsibility for the supervision of withdrawn pupils with an available

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member of staff and suitable self-study work will be provided. This time must not be used to provide additional teaching of other subjects.