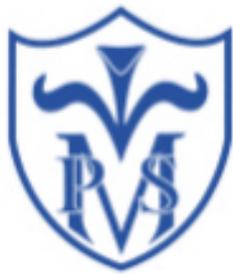


MALVERN PARISH CE PRIMARY SCHOOL

‘LEARNING TOGETHER FOR AN EXCITING FUTURE’



RELIGIOUS EDUCATION POLICY

LAB Approval:

Date: September 2023

Review Date:

Date: July 2024

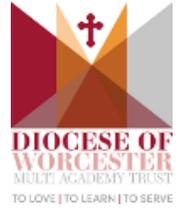
Member of Staff Responsible:

Name: Martyn Bream



Malvern Parish CE Primary School

'Learning Together for an Exciting Future'



At Malvern Parish our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future.

This vision is deeply rooted in strong Christian tradition and based upon:

"I have come that they may have life and have it to the full". John 10.10

"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29.11

We seek to develop our vision through our Christian values of Friendship, Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.



Malvern Parish CE Primary School

Religious Education Policy

At Malvern Parish we promote enjoyment, high academic and personal achievement. We aim to provide children with a love for learning and life. We nurture our children to enable them to:

- live life through our Christian Values - Respect, Friendship, Trust, Peace, Truthfulness and Forgiveness
- be happy, independent and self-confident
- be adaptable, determined, resilient and show perseverance when meeting new challenges
- be respectful, polite, tolerant and show empathy to pupils, staff and the wider community
- value others, be sociable, open minded and a great communicator
- be curious, enthusiastic, aspirational and ambitious
- be creative, questioning and have a sense of adventure
- understand and aspire to living a healthy lifestyle

As a school we are committed to providing our children with:

- a happy and interesting learning environment
- positive role models who embody our Christian Values
- an exciting and creative curriculum which prepares children for living in modern Britain
- 'Essential Learning Experiences' to enrich learning and teaching opportunities
- the time to appreciate, explore, investigate and play in the local environment
- the opportunity to share their achievements with parents and the wider community
- a voice to share their thoughts and feelings, whilst helping to shape our school for the future
- the chance to take part competitively and co-operatively so to understand the importance of participation and learn to manage successes and disappointments
- As a Church school we give the highest priority to enabling our children to live happy and safe lives. We will implement this policy to reflect our distinctive Christian values.

'Learning Together for an Exciting Future'

Aims:

Through the teaching of Religious Education, we will endeavour to assist children in their exploration of the meaning of life and to support them in making life choices now and in their future lives. We hope to encourage children's feelings of awe, wonder and mystery. All children will develop an understanding of the place that religion plays in people's lives, how it has influenced history and the growth and development of society. Our aim is to ignite a curiosity to learn about religion that will help children understand about faiths, beliefs and how religion has influenced both the development of mankind and the society in which we live.

"The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills

needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.” (Worcestershire Agreed Syllabus 2020)

Through the teaching of Religious Education, we seek to ensure that all pupils:

Make sense of a range of religious and non-religious beliefs so that they can:

- Use appropriate vocabulary to describe and analyse beliefs and concepts
- Explain how and why beliefs are understood by individuals and communities
- Recognise how and why sources of authority (e.g. texts) are used, expressed and interpreted in different ways, developing skills of interpretation.

Understand the impact and significance of religious and non-religious beliefs so they can:

- Explain how and why people express their beliefs in diverse ways
- Recognise the ways people put their beliefs into action, in their everyday lives, in their communities and the wider world.
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied so they can:

- Reflect, evaluate and enquire into key concepts and questions studied, giving good reasons for their thoughtful responses
- Challenge the ideas studied and to all their own ideas to be challenged, talking about beliefs, values and commitments
- Make connections between the what is studied and their own ways of understanding the world, expressing their responses and personal reflections with increasing clarity and understanding

Care is taken to ensure that the range of learning experiences we provide gives children experience of, and prepares children for, citizenship in modern multi-cultural Britain through understanding contrasting cultures, beliefs and faiths.

Organisation

We will use the Worcester Diocese Agreed Syllabus and the accompanying scheme of work to plan our lessons and will establish meaningful links with the other subjects of the curriculum. We continue to use the ‘Understanding Christianity’ Resource (now within the Agreed Syllabus) a resource to “support the pupils in developing their own thinking and understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.”

(Understanding Christianity 2016)

EYFS

In the early years the children encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage 1

As the children move into Key Stage 1 they will build on their earlier work the children will learn about Christians, Jews and Muslims.

Key Stage 2

As the children progress through the school they will continue with learning about Christians, Muslims along with Hindus and Jews.

They will also have opportunities to learn about other religions and non-religious worldviews as appropriate throughout the school context.

Across the school, strong links will be made with the teaching of English. Stories, plays and poems from the Bible and other religious and moral sources will be shared with the children. Religious education will become a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills. Art, design technology, drama will be closely linked with religious education as children use these subjects to communicate what they have learnt.

On every appropriate occasion teachers will use first-hand experience, visits, visitors, artefacts, ICT and the local and wider environment to engage children's interest and imagination. Through their understanding of the different faiths and beliefs children will be encouraged to learn about and develop their feelings, empathy and understanding for others. They will be helped to develop an understanding of fundamental British values. Children will learn about the influence of religion, faith and belief on democracy, our government, the Monarchy, citizenship, and the Law. They will learn about rights and responsibilities, and about moral, spiritual, social and environmental issues in conjunction with our PSHEC scheme of work. We will use our collection of resources, artefacts and books to support the teaching of religious education.

Supporting Children

All children are fully supported to flourish in their learning in RE. We adapt teaching methods to enable all children to access the learning in a variety of ways. By using alternatives to written recording, scaffolding learning by providing resources to support, using visual prompts and providing opportunities for retrieval practice to support remembering of vocabulary.

Spiritual, Moral, Social and Cultural (SMSC) Development in RE.

By using the Agreed Syllabus, we can ensure that the teaching of RE can also play a role in developing not just academic and practical skills in our pupils, but also self-knowledge, moral courage and a capacity for imaginative sympathy for others. The following are ideas set out in the Worcestershire Agreed Syllabus for SMSC.

Activities for spiritual development in RE

RE can support spiritual development by

- Offering opportunities for pupils to reflect on their own views as well as the views of others.
- Encouraging pupils to question and think about how these questions can be addressed.
- Using debates, circle times or group investigations to promote collaborative work.
- Provide a space for pupils to reflect on their own values and those of others. To consider the impact of these values.
- Promote a spirit of open enquiry into emotive or complicated questions and how we can learn to cope with difficult ideas.
- Explore ways in which pupils can express their responses to demanding issues.
- Encourage pupils to respond with wonder and excitement by exploring some of the marvels and mysteries of the world and the people in it.

Activities for moral development in RE

RE is extremely well-suited to exploring social and personal morality in significant ways by:

- Appreciating the uniqueness of all humans and their moral value and how to act in the world and towards others.
- Work together to develop trust and empathy. Listen to speakers or visitors to learn from people of different backgrounds.

- Create a safe place where pupils can learn from their mistakes and appreciate ideas of right and wrong, continue to strive after setbacks, take the initiative.
- Involving children in establishing codes of conduct for the classroom, school and wider community.
- Taking part in debates about moral issues, understanding that there will always be disagreement on these matters.

Activities for social development in RE

In the RE classroom, such social situations may include exploring:

- Values which should be part of society, linking to religious values
- Where ideas about how we should behave come from whether religious or non-religious teaching.
- The great influence on individuals of family, friends, the media and society to understand how our behaviour is affected by these.
- How churches and gurdwaras may contribute practically to the needs of their local communities.
- Role models who show the sort of behaviour we should endeavour to be like for example Mother Theresa and Nelson Mandela

Activities for cultural development in RE

Cultural development could be evident in RE by:

- Exploring British culture and its diversity. Through RE children can explore communities, cultural groups including their own.
- Explore foods, festivals, arts, and architecture.
- Encouraging children to make sense of the world around them and explore why we act the way we do.

The Right of Withdrawal from Religious Education

At Malvern Parish CE School, we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

Where parents make a request to withdraw their child(ren) from the teaching of RE, the school will, as a matter of courtesy, ensure that the parents are aware of the following:

- The learning objectives covered in RE so that parents can make an informed decision.
- What supervision arrangements will be in place for child(ren).

We would ask any parent considering this to contact the Headteacher to discuss any concerns and anxieties about the policy, provision and practice of RE at our school.

Assessment

Teachers assess learning at the end of every unit, acknowledging children as being 'emerging', 'expected' or 'exceeding'. This information is used to inform their planning throughout the units and is submitted at the end of the year.

The subject lead will track pupils progress from the unit plans and end of year results and use the data as the basis for monitoring conversations with staff.

Monitoring

Children's learning in RE is monitored regularly by teachers, subject leader, Head Teacher and Governors. They will observe lessons, look in books and have conversations with the children.

OUTCOMES

Religious Education will be an integral part of our curriculum. It will be used to promote excellence and enjoyment and will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Where parents request that their children be withdrawn from the teaching of religious education other appropriate educational provision will be made for them.