



Create Learning Trust

Religious Education Policy (including Statement of Practice)

This policy sets out the aims and implementation of the Religious Education and Collective Worship at the primary schools in Create Learning Trust;

Cuddington Primary School
Sandiway Primary School
Little Leigh Primary School

Introduction

- Create Learning Trust aims to celebrate the diversity of religions and cultures in our world today and offer a welcoming and inclusive environment for all pupils.
- We believe that Religious Education (RE) provides an opportunity to celebrate and foster awareness of differences within our school and the wider world. RE is a subject that celebrates diversity.
- RE is taught in accordance with the Cheshire Agreed Syllabus, which states that 'The Aim of religious education is to promote the spiritual, moral, social, emotional, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to those aspects of religious and human experience which raise fundamental questions of belief and value.'
- Create Learning Trust aims to deliver a high quality RE curriculum, with a combined skill, knowledge and enquiry based approach. We endeavour to help children feel confident about their own and others' faiths and to be critical thinkers, acknowledging their own beliefs and why they hold them. Through a comprehensive curriculum, children will learn to be respectful of all belief systems and customs. We want to inspire children to stand up for one another's beliefs and their right to practice any religion they choose.

General Aims

- The broad aim of Religious Education is to promote the spiritual, moral, cultural and intellectual development of children. We enable children to develop knowledge not only of Christianity, but also of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. This is achieved by encouraging children to explore and respond to these aspects of religion and draw upon their own experiences. This is the foundation of being able to think philosophically and will enable pupils to explore challenging philosophical questions as they progress throughout their education. Children learn about religions as well as from religions.

Through the teaching of Religious Education we will;

- Encourage children to reflect on their own experiences and to formulate their own ideas, beliefs and values.
- Help children to develop moral and spiritual values, respect and tolerance, which enables them to appreciate and understand religions, cultures and ways of life different from their own.
- Have respect for other people's views and celebrate the diversity in society.
- Appreciate that symbols and artefacts from different religions can express human feeling and ideas.
- Foster understanding about the importance of tolerance in everyday life.
- Foster positive attitudes towards celebration of differences and the acceptance of other's views.
- Develop an enjoyment of learning through practical activities, discussion exploration and discovery.
- Communicate their knowledge and understanding using specialist vocabulary.
- Use children's experiences of religious festivals to develop their religious thinking.

Through the teaching of Religious Education school staff will;

- Promote a confident, positive attitude towards the learning of RE by making it an enjoyable experience.
- Promote RE as an active subject; this would be modelled by the teacher in the time provided.
- Promote a desire to understand the 'world' of other people and active interest in how they express this 'world'.
- Be perceptive and recognise this in pupils.
- Extend children's sense of values and promote their spiritual growth and development.
- Acknowledge that beliefs and ideas are constantly changing.
- Promote controlled interaction, allowing pupils to relate themselves to others, reflect and respond.
- Ensure that teaching throughout the school shows progression and is based on the Cheshire RE Agreed Syllabus.
- Develop links through the wider community through visits to places of worship.
- Allow children to explore their own beliefs and know that they are valued and important.

This policy aims to ensure parents will;

- Be understanding and supportive of our aims in the learning and teaching of RE.
- Attend and contribute to parents' evening meetings.
- Support and encourage children to attend places of worship visits to extend knowledge and understanding.

- Communicate and work with the school whenever further support is needed to develop their child's RE skills and understanding.

Governor Aims

Appoint a designated link governor who will:

- a) Meet with the curriculum Subject Leader at least once a year to understand about the schools' systems for planning work, supporting staff and monitoring progress. They will understand the organisation of visits to places of worship, and the allocation, use and adequacy of resources.
- b) Promote and support the positive involvement of parents in the curriculum area.
- c) Attend training and other events relating to the particular curriculum area.
- d) Report to the governing body with recommendations, if appropriate.
- e) Be understanding and supportive of the aims in learning and teaching across the trust, and review the RE policy annually.

Implementation of the RE Policy at Cuddington, Sandiway and Little Leigh Primary School

- Our RE curriculum is in accordance with the Cheshire LA Agreed Syllabus, as directed by the guidance from the Department for Education. We ensure that each episode of learning is built upon prior learning. There is planned progression built into the scheme of work at each school and a coverage of all faiths is ensured throughout all year groups from Reception to Year 6.
- RE planning within the Create Learning Trust is based on the two Attainment Targets in the Agreed Syllabus for Cheshire West and Chester:

Attainment Target 1 (AT1) Learning about Religions

Learning about Religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed.

Attainment Target 2 (AT2) Learning from Religions

Learning from religion is concerned with developing pupils' ability to reflect on and make responses about a religion being taught from their own experiences. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and values, and communicating their responses.

- a) We recognise that our children have differing abilities, so we provide suitable learning and opportunities for all by following a 'mastery for all' approach.

We may:

- b) Set tasks which are open ended and have a variety of responses.
- c) Provide resources of different complexity, adapted to suit children.
- d) Use support staff to support the work of individuals or groups of children.
- e) Ensure discussion to illicit knowledge and understanding before independent work begins.

At Cuddington teachers complete Knowledge Organisers to shape RE teaching over the term. The RE leader reads each one to check that sufficient and accurate content is included.

Place of Worship Visits / Visitors

- Place of worship visits are organised throughout a child's time in school from Reception to Year 6. The aim of this is to support and compliment the work in school and to promote links within our local community and further afield. We aim to invite more representatives of local religious groups to come into school and talk to the children in a sensitive manner. This helps to further widen the children's understanding of other key religions in our country, that we may not have any direct links with in our school.

Cross – Curricular opportunities

- Opportunities are used to draw RE experiences out of a range of activities in other subjects to enable children to apply and use RE in real life and academic contexts.
- PSHE – Through RE, we teach children about the values and moral beliefs that underpin individual choices of behaviour. RE promotes the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility.
- Reading for Pleasure – All world views involve some element of story-telling and sharing. These provide a crucial opportunity for pupils to explore stories and to comprehend underlying meaning and messages.
- Philosophy for Children – There are weekly opportunities for children to question and to reflect on other beliefs, tolerance and understanding.

The RE lesson: Good Practice

- Children should be given the opportunity to reflect on an aspect of human experience in order to understand the relevance of the content being taught (AT2) i.e. use of picture, music, story, artefact, visualization, article.
- Children should be given the opportunity relate their own experiences to the content being studied (AT1) i.e. sequencing, re-telling, role play, discussion.
- Children will respond to the content through their own personal experience in a thoughtful and constructive way (AT1/AT2) i.e. creative writing, making something, display work, hot seating.
- All RE lessons should give children something to think about.

Assessment and Reporting

- We assess children's work in RE by making informal judgements as we observe them during lessons and through any marking. Assessment is based upon the child's ability in understanding various ideas, beliefs, values, attitudes and behaviour. As well as the ability of a child to reflect on their own experiences and the experiences of others and respond to them in a thoughtful and constructive way.

Inclusion

- Inclusion is about the school meeting diverse needs in order to ensure the active participation and progress of all children.
- Inclusive practice in RE should enable all children to achieve their best possible standard and engagement whatever their ability, and irrespective of ethnic, social or cultural background, home language or any other aspect could affect their participation in, or progress in their learning.

Right to Withdraw

- Parents / Carers have the right to withdraw their children from all or part of the Religious Education delivered within the Create Learning Trust.
- Those parents wishing to exercise this right are invited to see the head teacher and RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs.
- The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need to be given.
- Where parents have requested that their child is withdrawn, their right must be respected. Once a child has been withdrawn, they cannot take part in the RE programme until the request for withdrawal has been removed.
- As a school it is our duty to inform our local Standing Advisory Council on RE (SACRE) regarding the numbers of children being withdrawn.

Collective Worship

The DfE published non-statutory guidance on collective worship in 1994. This guidance remains current.

The guidance explains in paragraph 60 that collective worship in schools without a designated religious character will be "wholly or mainly of a broadly Christian nature". Paragraph 61 adds that collective worship should not be distinctive of any particular Christian denomination.

Elements of collective worship could include:

- Developing a sense of awe and wonder about the world
- Affirming positive values, such as honesty or self-sacrifice
- Encouraging responsibility for making personal decisions
- Celebrating achievement and special occasions

Links to other policies

- Teaching and Learning

- *Equal Opportunities*
- *Safeguarding and Child Protection*

Approved by the Local Academy Board February 2021