

Welton St. Mary's Church of England Primary Academy



Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' Romans 15:13

Wisdom Hope Community Dignity

Religions Education Policy

Approved January 2024
Review every 2 years

Welton St Mary's CE Primary Academy

RE lead: Mrs Nicola Gough and Miss Madison Nattriss-Goff

RE Governor: Dr Hollie Morgan

Reserved Teachers: Mrs Nicola Gough (headteacher) and Miss Madison Nattriss-Goff (RE lead)

This policy should be read in conjunction with other policies in school including: SMSC, Collective Worship, PSHE, Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.

The Aims of RE at Welton St Mary's Church of England School/Academy

RE at Welton St Mary's Church of England Primary Academy will be provided within legal requirements. These are as follows:

1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
3. The RE curriculum provided will be in accordance with the locally agreed syllabus for Lincolnshire.

Within this framework our aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and other world faiths;
- Develop an understanding of the ways in which religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
 - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
 - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
 - Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

The Context of RE

The context of RE at Welton St Mary's Church of England Primary Academy is that of a large rural school for children in the age range 4 to 11. We work to the Lincolnshire Locally Agreed Syllabus for RE.

As a Church of England academy, we recognise the core place that RE occupies in relation to our Christian distinctiveness. The Diocese of Lincoln recognises the opportunities that RE offers for pupils to encounter all religions and advises that Church schools in the Diocese balance the provision of curriculum time as follows: Christianity – 50%, other world religions and non religious worldviews – 50%.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith practitioners from a range of world faiths and we value their contribution to the delivery of RE.

We actively promote British Values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

Time Allocation

National Society and Government guidance indicates that RE should constitute a minimum of 5% of curriculum time. We provide the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2. This time is arranged as discrete hour-long lessons per week and RE days.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be approximately 30 minutes per week of RE related to the Early Learning Goals.

RE curriculum time does not include collective worship.

Scheme of Work and Planning

Our RE Scheme of Work is based on the Lincolnshire locally agreed syllabus. RE will be based around termly big questions. We also follow the Understanding Christianity units of study to support our Christianity topics. At KS1, the principal religions studied will be Christianity and Islam at KS2, the principal religions studied will be Christianity, Islam and Hinduism. It is not expected that pupils will study all six major world religions in depth during their time at Welton St Mary's Church of England Primary Academy, although they will have learning opportunities that allow them to encounter other faiths.

We carry out curriculum planning for RE in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied throughout the school; the medium-term plan gives details of each unit of study delivered to each Key Stage. The class teacher writes the plans for each lesson. These are discussed on an informal basis with the RE Subject Leader and form part of the annual monitoring process for RE teaching and learning.

Teaching and Learning

OFSTED guidance encourages a range of teaching and learning styles in RE. We aim to ensure enquiry, art, drama, thinking skills, oracy and debate activities, multisensory activities, visits/visitors, ICT and other teaching strategies are used in order to enable each child to progress in RE according to their individual needs. Cross-curricular work is encouraged, in line with whole school policy on teaching and learning. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone. We teach to the attainment targets of the Lincolnshire locally agreed syllabus for RE. Children's comments are recorded in a whole class RE book which allows all children the opportunity to contribute to lessons and engage with the learning. Children have planned in opportunities to reflect in their own RE books. This is a place children can summarise their learning and share their thoughts to reflection questions provided by their teacher. We also provide opportunities for philosophical debate amongst the children supported through our oracy learning. This enables children to think critically and consider learning from a multitude of different perspectives which also allows them to consider and develop their own beliefs.

Resources

Welton St Mary's Church of England Primary Academy has invested in a wide range of appropriate books, artefacts, DVD resources, posters, persona dolls, etc., and the RE Subject Leader audits these resources annually. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of high-quality RE.

We also benefit from having our Psalm 23 garden, an asset for our school community.

Our [curriculum](#) is available on the school website and children are set one piece of RE homework, per term, using Seesaw.

Visits and Visitors

We consider that an essential element of the delivery of quality-first RE is to encounter with world faiths. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage faith leaders and other members of faith communities to visit Welton St Mary's Church of England Primary Academy. These visits are arranged in accordance with the school's trips policy.

Assessment

The Lincolnshire locally agreed syllabus for RE provides descriptions of 8 levels of attainment; we reflect these in our planning outcomes, ensuring that work is both matched to pupil need and enables progression. We provide an annual report on each child's progress in RE. This report will be based on regular monitoring of work in RE using a variety of methods, including verbal feedback, evidence folders and written comments on individual pieces of work. The focus of this monitoring will be the two attainment targets focusing on the children's substantive and disciplinary knowledge. In addition to assessing the substantive and disciplinary knowledge, teachers also monitor the impact of RE on the personal and spiritual development of each child. At Welton St Mary's Church of England Primary Academy we use the end of phase expectations from the Lincolnshire agreed syllabus for RE. Whole class RE books are used to record children's understanding and as an effective assessment tool.

Ensuring Progress

Whole school policy with regards to SEND and differentiation applies to RE. Teachers ensure that the learning activities employed in RE are differentiated to meet a variety of learning needs. The RE lead carries out regular monitoring activities as a means of assessing the impact of RE.

RE and Inclusion

At Welton St Mary's Church of England Academy we teach RE to all pupils, whatever their ability and individual needs. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with special gifts and talents, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range or exceeds significantly beyond the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, adaptive teaching strategies – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through the school's local offer will lead to the creation of a pupil passport for children with special educational needs.

We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to Lincoln Cathedral, for example, that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Inspection

Welton St Mary's Church of England Academy is a VC school. As such, RE is not inspected as a separate element of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. It is the responsibility of the RE Subject Leader to review and maintain evidence for the RE elements of this inspection, with appropriate support from the head teacher, governors and Diocesan RE Adviser.

Monitoring and Review

We intend that this policy should operate for the next 2 years, and then be fully reviewed by staff and governors. The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE. To this end, they will ask each member of staff involved in the delivery of RE to provide a copy of their medium-term planning for RE, along with evidence of pupil progress in RE during each academic year.

The RE Subject Leader must evaluate their own leadership of the subject during each academic year. Using a self-evaluation tool, such as the school evaluation form for the RE Quality Mark, the RE Subject Leader must work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality.

Withdrawal from RE

We acknowledge the right of parents/carers to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/carers/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/carer wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the school governors.

Should a parent/carer request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, *but should not incur any additional cost in so doing and is not obliged to provide alternative work.*

Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the head teacher.