WYBUNBURY DELVES
C of E Primary School

Policy for Religious Education

Rationale: At Wybunbury Delves, we aim to 'Light the spark for a love of learning and of life' and believe Religious Education is a subject, which offers the very best opportunities to achieve this. We adopt SPARK approach to learning to foster and maintain children's curiosity in the world around them.

Statement of Intent: Religious Education is taught in a way that reflects the overall aims, values, culture, and philosophy of our Church school.
Religion and beliefs inform our values and are reflected in what we say and how we behave.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of the nature of religion and belief including Christianity, other principal religions, and religious traditions that offer answers to these challenging questions. It offers opportunities for personal reflection and spiritual development. It enhances awareness and understanding of religions and beliefs and the influence of religion on individuals, families, communities, and cultures.

As a faith school, we follow The Blackburn Diocese Questful RE scheme of work.

The aims of Religious Education in our school are:

- to 'light the spark for a love of learning and of life'
- to support children and young people in reflecting upon, developing, and affirming their own beliefs, values, and attitudes, through an exploration of shared human experiences and of the place and significance of religion in the contemporary world.
- to contribute to the spiritual, moral, social, and cultural development of our children.
- to develop and accurately use Religious language and vocabulary.

Curriculum & School Organisation including Time Allocation
Religious Education learning is based on 'Questful enquiry' and "The Big Questions" aimed at developing a philosophical nature to children's questioning and reasoning.

Studies of other faiths are centred on children to have an understanding of our British values: an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour, in order to be prepared for a life in modern Britain.

The time allocated to Religious Education follows the statement of entitlement and should be 'not less than 5% curriculum time. In key stage 1 this is 36hours per year – up to 1 hour per week and in key stage 2, this is 45 hours per year – up to 1hr 15 mins a week.

RE in the Early Years is part of Personal, Social and Emotional Development and Understanding the World.

Teaching and learning style
We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children. The syllabus is implemented in school by means of a variety of approaches with the emphasis on lively, stimulating lessons involving 'hands-on' experiential learning. Learning in Religious Education may be by means of direct teaching to the class or small groups. Children may look at and handle religious artefacts, hear religious music, prepare and taste food, role play and use of drama, record work in a variety of visual and written forms and visit Churches and other places of worship and of interest. Work in Religious Education builds on the pupils' own experiences and acknowledges the importance of reflection. Children in each Key Stage may occasionally be asked to undertake some homework activities or tasks as part of their work in Religious Education.

The Learning Environment
The learning environment is of great importance at Wybunbury Delves. Religious Education displays around the school and in classrooms should:

- Promote and maintain curiosity
- Provide a stimulus for the Religious focus being taught and learned.
- Create safe environments for children to explore their religious ideas.
- Provide opportunities for children to engage with and evaluate concepts and beliefs.

- Provide access to the resources necessary for children to question, enquire and reflect.
- Celebrate pupils' learning and achievements and showcase Religious Education taking place in school.

Assessment, Recording and Reporting
Those children who under or overachieve are marked by initial on the medium-term plans and the teacher plans appropriate work to afford these pupils a measure of success or further challenge through differentiation. At the end of each concept and unit of work children complete an end of unit assessment task 'Questful Map' to show their level of understanding.

Monitoring, review and evaluation
Monitoring the standard of children's work and the quality of teaching in Religious education is the responsibility of the Religious Education Subject Leader and the Head teacher. The Religious Education Subject Leader is also responsible for supporting colleagues in the teaching of Religious Education, informing staff of developments in the subject and for providing a strategic lead and direction for the subject in the school.

The Religious Education Subject Leader will have specially allocated time in which to fulfil this role by:
- Lesson observations
- Review of policy
- Collate an overview of curriculum coverage
- Report to governors
- Complete Pupil Voice

The Religious Education Subject Leader provides an annual curriculum review and feedback form which will be shared with Governors at the annual Curriculum meeting. The professional development needs of staff are assessed through monitoring and where necessary further training is provided. This may be INSET provided internally or external courses as appropriate.

Our Critical Friend will also be invited into school to monitor Religious Education. Each year the Critical Friend will complete feedback which will inform future monitoring.

External inspection and advice is undertaken every five years through SIAMS Church School Ofsted, where Religious education will be graded on the current Ofsted descriptors.

CPD
The co-ordinator receives details of appropriate courses and materials from the diocese and advises colleagues respectively. Using established links with the Diocese and SACRE the Subject leader works alongside colleagues to model outstanding practice and cascades current developments in the subject to improve standards.

Curriculum Risk Assessment
Staff are asked to use professional judgment with regard to pupil safety in individual lessons. Where it is deemed necessary, individual lesson risk assessments will be completed. The pro forma for this is in the Subject Leader folder on the t: drive. All staff have access to the school Curriculum Health and Safety Guidance in the head teacher's office.

Resourcing
We have a walk-through resource area that acts as a 'learning wall 'for children, staff and visitors, it showcases all the religions taught within school. Children's reference books for Religious Education are kept in the Library and in classrooms. Digital teaching resources can be found on our t: drive. Information Technology is used for finding material. Artefacts and teaching materials are available in school or can be borrowed from the Diocesan or SACRE.

The RE Curriculum Co-ordinator is responsible for maintaining RE resources, and for monitoring their use. The school has a fund which pays for visits and visitors linked to RE.

Links with Other Subjects
We seek every opportunity to develop Religious Education with other areas of the curriculum through our study work approach and holistic planning. Teachers make links with PSHE (Personal Social Health Education) and SMSC (Spiritual Moral Social Cultural Education) and use our P4C approach to enquiry.

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