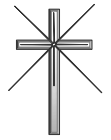




Thorner's Church of England VA Primary School Religious Education Policy



By working hard together, our small steps will build your path to the future
"The Lord is my Shepherd... he guides me along the right paths" Psalm 23

Blessed child,

Together we - community, church and school - promise to help you thrive as you start your journey and to give you real hope for your future.

Through exploring the rich, vibrant tapestry of experiences on offer here at Thorner's, you will develop the confidence, inner compass and skills to help you flourish and choose your own direction.

By working hard together, and with God's grace, we will make small steps along the way.

*small steps that build into a path;
a path that leads to the opportunities you deserve;
opportunities that give you real hope for your future.*

Thorner's is a Church of England Voluntary Aided School. Therefore the provision of Religious Education (RE) must be in accordance with the Trust Deed of the School.

The Governors, in consultation with the Headteacher, follow the Dorset agreed syllabus. The Discovery scheme of work is used for planning, together with 'Understanding Christianity' (units of work produced by the Salisbury Diocese to support the teaching of Christianity in primary schools).

At Thorner's School we aim that Religious Education will:-

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice

- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion
- **develop a sense of awe and wonder and mystery in a spiritual dimension.**

See locally agreed syllabus for specific skills and attitudes developed in RE.

The contribution RE makes to other curriculum areas aims in particular to foster community cohesion.

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at each of the four levels outlined in DCSF guidance.

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

RE is an important subject in contribution to the school's development as a Rights Respecting School.

Approaches to the teaching of RE

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. Lessons will take RE policy, February 2023

place both inside and in the school grounds.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

Religious Education at Thorner's school is delivered in the following way.

We use as a basis for our planning the Discovery scheme of work, together with 'Understanding Christianity' (units of work produced by the Salisbury Diocese to support the teaching of Christianity in primary schools). In accordance with the structure of the Dorset agreed syllabus we have agreed that:

At KS1, pupils study Christianity and Judaism.

At KS2, pupils study Christianity, Hinduism, Sikhism and Islam.

Assessment, Recording, Monitoring and Evaluation of RE

In line with the school policy on assessment and recording:

It is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set. The staff will also jointly moderate pupils' work.

Children's work is evaluated and assessments for each child are carried out at the end of each unit of work. These assessments inform future planning, reporting to parents and curriculum monitoring by the RE coordinator and the Headteacher.

Every Christmas each child will complete a task related to the season and this will be used to assess their understanding as they go through the school.

The RE coordinator will monitor RE through lesson observations and pupil interviews.

The RE coordinator is responsible for contributing to the Church school self evaluation process.

Responsibilities for RE within the school (Headteacher and Governors)

As well as fulfilling their legal obligations, the governing body and headteacher should ensure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion.
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE. In these circumstances, head teachers might wish to seek advice from their LA or SACRE.

The right of withdrawal from RE

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

We would ask parents considering withdrawal to contact the head teacher to discuss concerns or anxieties about the policy, provision and practice of religious education at Thorner's School.

Managing the right of withdrawal

- 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.
- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- 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 be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

In accordance with the Equality Duty we seek to ensure all pupils achieve their best, according to their capabilities and regardless of their disability, gender, race, culture, social, economic, ethnic, religious background and denominational diversity.

Thorner's CE VA Primary School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Date reviewed by Staffing & Curriculum Committee: February 2023
Date adopted by Governing Body: February 2023
Date to be reviewed: February 2027