

Adopted by Governing Body	March 20
Last amended	October 21
For review	October 22

Chirton Church of England Voluntary Controlled Primary School Religious Education Policy



'Where your treasure is, there will your heart be also'
Matthew 6:21

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the church at parish and diocesan level. The school aims to serve the community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils. Where appropriate connections will be made both within and between faiths with our school Christian values of: love, equality, friendship, forgiveness and trust.

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

Chirton Primary School is a Church of England Voluntary Aided School therefore the provision of RE must be in accordance with the Trust Deed of the School. The Governors and Head teacher, following advice from the diocese, have decided to adopt Understanding Christianity as the scheme of work for teaching Christianity. Discovery RE Scheme of Work will be used for all other faiths and when necessary supplemented with material from the Diocese and elsewhere.

In Religious Education at Chirton School we aim to enable every pupil flourish and grow by providing opportunities to:-

- Develop a knowledge and understanding of Christianity and its impact on our local community, and on our society today
- Develop a knowledge and understanding of some of the other principal religious traditions represented in Great Britain today
- Develop a sense of respect for religious traditions, beliefs and practice.
- Grow in their spiritual development
- Develop a sense of awe, wonder and mystery
- Develop skills and attitudes which will support their personal, moral, social and cultural development
- (See locally agreed for specific skills and attitudes)
- Explore some questions of meaning and consider how the world's religions have responded to them.

- Think about their own beliefs and values in the light of the beliefs of others, both religious and non-religious, and the values of the school community

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.

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.

Our teaching must stimulate curiosity, provoke puzzlement and develop children's sense of exploration and discovery. We aim to help children understand that questions in RE are in the main contentious, and that worthwhile questions in RE will seldom be answered by facts. In RE we aim to develop a classroom where inquiry is the norm – children are encouraged to look for alternative possibilities and to be open-minded and flexible in their thinking. We aim to teach children to think for themselves, become reflective learners and draw their own conclusions.

Religious Education at Chirton School is delivered in the following way.

We use as a basis for our planning: Understanding Christianity and Discovery RE.

In accordance with the structure of the locally agreed syllabus we have agreed that

At KS 1 pupils study Christianity, Judaism and Islam

At KS 2 pupils study Christianity, Hinduism, Judaism, Islam and Sikhism

Religions and concepts will be taught using a two-year rolling program – ensuring consistent coverage and progress throughout the school.

Assessment and monitoring of RE

In line with the school policy on assessment and monitoring, it is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set. At the outset of each unit of work teachers will use a variety of approaches to generate a baseline of understanding (see Assessment in RE document.) During each unit children and teachers will monitor steps to success, recording development on their 'Growing Grids.' At the completion of each unit, the learners will complete an assessment task; this will provide an opportunity for children to apply their knowledge and understanding (see Assessment in RE for examples.) The class teacher, on a separate pro forma, will record pupil progress for each unit as in line with age related expectations, emerging or exceeding. This data will be used by the subject leader to track pupil progress through the school and for discussions with class teachers. Class teachers will use the data to ensure each pupil is set work that is appropriately challenging.

The subject leader will monitor RE within the school through analysis of this assessment data; book looks, learning walks and discussions with children and teachers.

The right of withdrawal from RE

At Chirton School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at our school.

