

“Every child is a unique child of God.”



## Whinmoor St Paul's (VA) C of E Primary School

### Religious Education Policy

#### *Every Child is a Unique Child of God*

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

**‘Behold children are the gift of the Lord, the fruit of the womb is a reward.’ PSALM 127:3**

Agreed: October 2021  
Review Date: October 2024

Signed: Chair of Governors: Mrs R Davies

Date: 6 October 2021



## **Our Mission and Ethos**

At Whinmoor St Paul's Primary school we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- ***To provide a safe nurturing environment where every child can achieve his/her full potential***
- ***To inspire a lifelong love of learning***
- ***To value all faiths and cultures and to celebrate diversity***
- ***To develop a sense of respect and responsibility towards self, others and the world in which we live***
- ***To build strong relationships with the local community, our city and the wider world***

And to do all this as a caring community based on strong Christian values

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.



**Date: September 2021**

**Date of next review: October 2024**

This school is committed to safeguarding and promoting the welfare of children and young people.

### **VISION FOR RE**

Pupils at Whinmoor St Paul's gain a deep awareness of their own and others' identities, they explore the mysteries of life and the answers given by a wide variety of religions and beliefs, thus developing a clear sense of what is real value in the world today.

By following Understanding Christianity and the Local syllabus pupils in our school gain a deep knowledge and understanding of the teachings, practices and life stories expressed in a variety of ways within Christianity and other principal religions and world views. Through reflection on their own beliefs and values in the light of their learning, they grow in respect for themselves and others.

### **RATIONAL**

Religious Education makes a vital contribution to the education of our children at Whinmoor St Paul's Primary School. It enables teachers to foster children's spiritual, moral, social and cultural development through the Christian values of friendship, peace, community, thankfulness, courage, trust, generosity and hope. We aim to provide all of our school family members with the skills and attributes necessary to fulfil their potential in the wider community.

Through the study and enquiry approach to beliefs and practices children are given the opportunity to think about ultimate questions that concern all of humanity. Children are able to develop skills such as empathy, interpretation, expression and evaluation. RE lessons play a key role in enhancing the school ethos by developing attitudes such as self-understanding, enquiry and respect for others. RE contributes to PSHE and to children's multi-cultural awareness.

The 1988 Education Reform Act provides a legal framework for the provision of Religious Education and states that: 'Religious Education must be taught to all pupils aged 5-18.'

At Whinmoor St Paul's, religious education is taught in accordance with the Dioceses of Leeds and York Diocesan Syllabus for Religious Education and reflects the distinctive and inclusive ethos of our Anglican foundation. The syllabus reflects the fact that religious traditions in Great Britain are in the main Christian, whilst taking into account the teachings and practices of other principal world religions represented in Great Britain and making links between these. It reinforces the Statement of Entitlement for RE in Church of England Schools that 'At the heart of RE in Church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views fostering respect for them.

Children's learning in the Foundation Stage will make a variety of contributions to the seven areas of learning and the Characteristics of Effective learning. This enables them to work towards the early learning goals. Key Stage 1 will focus their learning on Christianity, Islam, Judaism and at least one thematic unit. Lower Key Stage 2 will focus their learning on Christianity, Sikhism, Hinduism and one thematic unit. Upper Key Stage 2 will further their learning and understanding on Christianity, Sikhism and Islam as well as two thematic units.

Religious Education is an entitlement to all pupils at Whinmoor St Paul's registered on the school roll including Foundation Stage 2 children. The purpose of Religious Education is to equip



children with the knowledge and understanding of RE, thus allowing them to hold educated and balanced conversations about peoples' cultures, religion and beliefs.

Whinmoor St Paul's follow the teaching and learning approach set out by the local syllabus. This is underpinned by 3 core elements, which are linked together to promote breadth and balance within teaching and learning about beliefs and religions. Teaching and learning in the classroom will incorporate all three elements, allowing for overlaps where appropriate. The three elements are:

- **Making sense Beliefs** - Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority are used, expressed and interpreted in different ways, and developing skills of interpretation.
- **Understanding the impact** - Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.
- **Making Connections** - Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.

## AIMS

The main aims of Religious Education at Whinmoor St Paul's are to help pupils to:

- Acquire and develop knowledge and understanding of Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To know and understand about other major religions and non-religious views and how these can impact our community and the wider world.
- Develop the ability to make reasoned and informed judgements about religious and moral issues which arise from reflection on human experience and a study of religious believe and practice.
- Reflect on their own beliefs, values and experiences in the light of their study.
- Develop a positive attitude towards other people, respecting their right to hold beliefs different from their own and living in a society of diverse religions.
- Develop awareness of and respond to fundamental questions of life raised by human experience (Spiritual, Moral, Social and Cultural) and how religious teachings can relate to them.

The aims of RE are underpinned by the ethos and aims at Whinmoor St Paul's, where we believe that school should foster a caring and concern for others, whether or not they share the school's Christian commitment, and provide a stimulating learning environment with a curriculum which will meet the needs and abilities of all the children in our care.



## ORGANISATION

**Schools should aim to be close to 10% of curriculum for teaching RE, but no less than 5%**  
(Leeds and York RE diocesan syllabus)

The minimum amount of time for Religious Education, which is set out in the local syllabus, is:

- **Foundation Stage 2**– 36 hours e.g. 50 minutes per week or as part of continuous provision.
- **KS1** – 36 hours e.g. 1 hour per week or less than an hour and a series of RE days
- **KS2** – 45 hours e.g. 1 hour and 15 mins per week or a series of RE days or weeks amounting to 45+ hours of RE

This is roughly equivalent to 5% of the curriculum time or one hour a week however due to the organisation of the primary curriculum teachers can be flexible in their approach allowing for visits and half day sessions.

There is a Religious Education Co-ordinator in the school who contributes to the school development plan through the review, monitoring and evaluation of the provision and practice of RE. They also give advice and guidance to other staff. The RE co-ordinator provides assurance on the teaching and learning of RE through lesson observations and monitoring of RE evidence.

## EQUAL OPPORTUNITIES

Religious education is open to all children at Whinmoor St Paul's Primary School regardless of religion, race, culture, gender or ability. Through the teaching of RE children will learn to:

- Become aware that Britain is multi-religious and multi-cultural.
- Challenge inequalities and discrimination based on race, religion, culture, gender, ability or socio- economic groups.
- Respect themselves and be sensitive to the needs of others.

Under the terms of the 1988 Education Reform Act, parents have the right to withdraw their children wholly or in part from religious education. The school must comply with the parents' request however, the Head Teacher may wish to establish a working relationship with parents and discuss issues and practical implications of their decision for withdrawal.

## DISTINCTIVENESS

To ensure that pupils make excellent and appropriate progress in their knowledge and understanding of Christianity and other principle faiths, Whinmoor St Paul's include opportunities to:

- Explore the experience of the Church's year through regular Collective Worship.
- Visit places of worship to develop the understanding of the church as a living community.
- Welcome visitors from our church community and wider faith communities to share their experiences of Religious Education.
- Learn about and from the life, teaching and example of Jesus Christ through the New Testament.
- To explore and discover Christianity nationally and globally and to recognise and learn from diversity within Christianity.
- Face the challenges of diversity with respect.



## **PLANNING AND DELIVERY**

A long term plan for Religious Education has been produced to fulfil the requirements of the Agreed Syllabus. Planning is undertaken by class teachers and takes into the account:

- Making sense of beliefs, Understanding the impact and Making connections.
- The levels of attainment, expectations, differentiation, assessment and reporting.
- The need for a range of learning experiences and styles and the development of key questions.
- We take our end of year expectations from the Leeds, York Syllabus

## **Foundation Stage**

In the Foundation Stage Religious Education links firmly to the areas of learning e.g. Characteristics of Effective Learning, Personal, Social and Emotional Development and Understanding the World. Learning will enable children to develop a positive sense of themselves and others, as well as explore diversity and respect. It aims to build positive relationships within the school and the wider community. Children will begin to develop an understanding and appreciation of differences/similarities between individuals and groups within our communities. Children will aim to achieve this through the study of Christianity e.g. Incarnation, Creation and Salvation, as well as thematic units Special People, Celebrations, Stories and Special Places. The thematic units incorporate other major religions such as Islam, Judaism, Hinduism and Sikhism.

## **Cross Curricular**

Religious education can make a contribution to the development of general educational abilities such as English, seeing the world through other people's eyes and the ability to express thoughts, feelings and personal beliefs. Religious education also makes a contribution to pupils' spiritual, moral, social and cultural development. It addresses issues which arise in a range of subjects such as English and History as well as personal and social education. As it is concerned with values and behaviour, religious education can make a significant contribution to education in citizenship.

The use of Computing can enhance children's motivation in religious education; they can find out information about religious beliefs, use the internet and E-mail for exchanging information and use word processing skills to retell stories and present information in a more colourful way.

## **Variety of teaching styles**

Pupils will experience a wide range of teaching and learning experiences appropriate to the matter to be learned understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through a whole range of teaching and learning experiences for example:

- Listening to information from other people
- Reading texts
- Seeking information for themselves in libraries and via the internet
- Discussion with the teacher and other pupils
- Pair and group work
- Using a range of media such as artefacts, pictures, photographs, music, role play and drama
- Visits and visitors

Regular opportunities will be provided for pupils to raise their own questions and to explore answers to them and to discuss and reflect on fundamental issues addressed in religious education.



## **Assessment**

We assess pupils' learning in RE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress within PSHE.

Assessment methods:

- Pre and post assessments for each topic
- assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the RE programme to inform planning
- pupil self-assessment is used where appropriate,
- assessment focuses on knowledge as well as skill development and attitudes
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to
- pupil progress and achievement is reported to parents/carers
- pupil achievement in RE is celebrated and shared

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.