

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S  
C of E Primary School

## 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.

#### **Matthew 5:14-16**

**'<sup>14</sup> "You are the light of the world. A town built on a hill cannot be hidden. <sup>15</sup> Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. <sup>16</sup> In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven'**

Agreed: 16<sup>th</sup> October 2024

Review Date: October 2025

Signed: Chair of Governors: Mrs R Davies



### **Our Mission and Ethos**

At Whinmoor St Paul's we believe that every child is a unique child of God and lives in a world that God has made. We believe that all adults and children should be given opportunities to '**Let their Light Shine.**' We have a loving, caring community, underpinned by our Christian ethos, in which everyone, regardless of our differences, feels valued, nurtured and secure.

### **Our Vision...**

- To promote the development of secure, happy, well-adjusted individuals who are equipped for lifelong learning
- 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.

### **Our aims are to...**

- Provide a safe, happy and nurturing environment where every child can achieve their full potential
  - Provide a curriculum which is knowledge-rich, wide, progressive, purposeful & connects to our community & the world we live in
  - Enable each child, through fostering high expectations, to grow and develop intellectually, physically, spiritually, and morally in order to enable him/her to achieve their potential
  - Develop attitudes which will be positively helpful to the individual child, the whole school and to society in general, valuing all faiths and cultures
  - 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.



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

### **Vision for RE and Worldviews**

Pupils at Whinmoor St Paul's gain a deep awareness of their own and others' worldviews, they explore the mysteries of life and the answers given by a wide variety of religions and worldviews, 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.

The Statement of Entitlement for Religious Education 2019 states:

“A high-quality sequential religious education (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews, fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character, RE must be taught according to the locally agreed syllabus for RE unless parents request RE in accordance with the trust deed of the school. In academies and free schools RE must be taught in accordance with the funding agreement.”

### **Rational**

Our RE curriculum is intrinsic to the outworking of our Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.

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. Religious Education at Whinmoor St Paul's supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. It encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs. The RE curriculum reflects a good balance between the disciplines of theology, philosophy, and human science, to enable pupils to develop their religious literacy.

\*Religious literacy: Helping children and young people to hold balanced and well-informed conversations about religion and belief (Key principles of a balanced RE curriculum).



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. Religion and Worldviews lessons play a key role in enhancing the school ethos by developing attitudes such as self-understanding, enquiry and respect for others. The curriculum is delivered in a critical manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue and debate with a range of religions and worldviews.

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 2022 and Understanding Christianity scheme. It 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 considering the teachings and practices of other principal world religions and worldviews 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.

### **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.

### **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



## Teaching and Learning

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.

At Whinmoor St Paul's, RE is taught in a creative, enthusiastic and balanced way, which helps to generate respect for different worldviews and interpretations. Our RE teaching challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and worldviews in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All pupil contributions are treated with sensitivity and respect.

Learners develop and use a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion. Key cross-curricular skills such as reading, writing, enquiry and debate are practiced regularly. Pupils are encouraged to share their experiences of religion in a safe space and help others to understand what it means to be a person of faith living in Britain today.

The teaching of RE offers a wide variety of learning experiences, understanding that our diverse pupil population learn in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Listening to and asking questions of the teacher and each other
- Posing and discuss 'big' questions which may have no concrete answer
- Engaging in partnered or small group work and discussion
- Reading and analysing texts
- Interpreting information from other sources e.g. art, photographs or artefacts
- Researching information for themselves in libraries and on computers
- Using a range of media such as music, drama and artwork
- Visiting the place of worship of each of the five major world religions
- Welcoming visitors to our school - Taking time to reflect



### **EYFS**

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. This enables them to work towards the early learning goals. Reception focus on:

- Creation
- Incarnation
- Special People
- Salvation
- Stories
- Special Places

### **KS1**

During KS1, we aim to develop pupil knowledge of Christianity and to broaden their understanding of the Christian faith. Using subject-specific vocabulary, pupils are encouraged to ask questions and begin to express their own worldviews. Following the Dioceses of Leeds and York Diocesan Syllabus, RE teaching and learning should enable pupils to:

#### **Making Sense of Beliefs:**

- Identify the core beliefs and concepts studied and give a simple description of what they mean
- Give examples of how stories show what people believe (e.g. the meaning behind a festival)
- Give clear, simple accounts of what stories and other texts mean to believers

#### **Understanding the Impact:**

- Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities
- Give examples of ways in which believers put their beliefs into practice

Key Stage 1 will focus their learning on Christians, Muslims, Jewish people and at least one thematic unit covering Christians, Muslims, Sikhs, Jewish People, and people with no religion.

#### **Making Connections:**

- Think, talk and ask questions about whether the ideas they have been studying have something to say to them
- Give a good reason for the views they have and the connections they make.
- Talk about what they have learned

### **KS2**

During KS2, we aim to develop pupil knowledge of Christianity through an extended range of sources and vocabulary. Increasingly challenging and more open-ended questions are asked to encourage discussion and curiosity. Pupils are encouraged to share and explain their opinions verbally and in writing. Following the Dioceses of Leeds and York Syllabus. RE teaching and learning should enable pupils to:

#### **Lower KS2**

Lower Key Stage 2 will focus their learning on Christians, Sikhs, Hindu people and one thematic unit covering Christians, Muslims, Sikhs, Jewish People, Hindu people and people with no religion.



Upper Key Stage 2 will further their learning and understanding on Christians, Sikhs and Muslims as well as two thematic units covering Christians, Muslims, Sikhs, Jewish People, Hindu people and people with no religion.

**Making Sense of Beliefs:**

- Identify and describe the core beliefs and concepts studied
- Make clear links between texts/sources of authority and the key concepts studied
- Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers

**Understanding the Impact:**

- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Describe how people show their beliefs in how they worship and in the way they live
- Identify some differences in how people put their beliefs into practice

**Making Connections:**

- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Give good reasons for the views they have and the connections they make
- Talk about what they have learned and if they have changed their thinking

**Upper KS2**

**Making Sense of Beliefs:**

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations

**Understanding the Impact:**

- Make clear connections between what people believe and how they live, individually and in communities
- Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures

**Making Connections:**

- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. adherents and non-religious)
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.
- Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
- Talk about what they have learned, how their thinking may have changed and why

**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.

### **Cross Curricular**

Cross-curricular work is encouraged and celebrated, in line with our whole school policy for teaching and learning. RE supports the development of general educational abilities such as literacy, analysis, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. The subject can enhance the attitudes which are at the core of Whinmoor St Paul's such as responsibility, respect, kindness, acceptance, tolerance and understanding. RE lends itself naturally to the development of skills





required in other subjects and these links are fostered by all teaching staff. Some examples include:

- History - discussion about continuity and change over time and links made with significant periods in the past e.g. WW2 when studying Judaism and plotting key religious events on our History timeline.
- Geography – use of maps to plot pilgrimage or refugee journeys
- English – reading of texts and analysing meaning
- Art – reflecting pupil thoughts when creating their own art as well as observing or critiquing art found in religion e.g. stained-glass windows
- Music – listening to and appreciating different styles of religious music

### **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 RE.

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 absence
- pupil progress and achievement is reported to parents/carers
- pupil achievement in RE is celebrated and shared
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### **Role of the RE subject leader**

The subject leader will:

- Ensure that all pupils receive their legal entitlement of RE and that curriculum time is sufficient.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review a subject policy to ensure that it remains up to date.



- Produce an Annual Subject Leader Report to share with governors. This report will clearly reflect the strengths of the subject and the current key areas for further development which will form the basis of the subject action plan.
- Prepare and regularly update a subject action plan, including short- and long-term targets
- Take the lead in implementing schemes of work and identifying topics and religions for each year group to ensure progression and continuity across the school
- Ensure all teachers know what should be taught in RE, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Devise appropriate procedures for planning, assessment, recording and reporting pupils' work in line with whole school policy
- Monitor the quality and effectiveness of teaching and learning in RE and pupil progress through meetings, lesson observations and regular 'pupil voice' sessions.
- Monitor planning, checking for clarity of outcomes and aspects of differentiation
- Monitor trends across school and within particular groups such as EAL, SEN or previously higher ability pupils.
- Ensure SEN, EAL school policies are promoted in RE
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school as well as promoting RE to parents on the school website.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities, support sessions and staff meetings.
- Support non-specialist teachers and staff
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary
- Promote RE with a dedicated display in school to showcase pupil work and progress.

*We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.*