

**Winmarleigh  
Church of England  
Primary School**



# **RE Policy**

**Policy Date: November 2013**

**Review date: November 2016**  
**Review date: September 2019**

# APPENDIX 1

## Legal Provisions

- A) RE in Voluntary Aided Church Schools is governed by both the 1944 and 1988 Education Acts (whose provisions are now consolidated within the 1996 Education Act) as well as by the Trust Deed of the school.

The legislation requires RE to be provided for all pupils. The Governing Body as a whole is responsible for determining the nature of the RE to be provided in the school, but this has to be in accordance with the Trust Deed. This requires the RE to be in accordance with the rites, practices and doctrines of the Church of England.

- B) Parents may request that their children be withdrawn from RE and this provision is indicated in the school brochure.
- C) Complaints about the provision of RE should be raised informally with the headteacher in the first instance. If no satisfactory resolution is achieved, the governors will consider the matter and attempt, with the headteacher, to satisfy the complaint.

However, if the complaint is not satisfactorily resolved, formal procedures are invoked, and the matter will be adjudicated by a specially constituted sub-committee of the Diocesan Board of Education, acting on behalf of the Bishop of Blackburn.

# **A Religious Education Policy for Winmarleigh C of E School**

## **Purpose of this document**

This policy reflects the school values and philosophy as outlined in the Mission Statement in relation to the teaching and learning of Religious education. It sets out a framework within which teachers and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the schemes of work, which set out in detail what pupils in different key stages will be taught.

## **Fundamentals**

- a) Winmarleigh is a Church of England Voluntary Aided Primary School. The religious education provided is in conformity with the rites, practices and doctrines of the Church of England as laid down in the trust deed.
- b) The contribution of religious education to implement our mission statement and the aims of the school is fundamental to the Christian education, which the school seeks to provide.
- c) The Blackburn Diocesan Board of Education syllabus has been adopted which reflects the National Framework for RE, the National Society Statement of Entitlement and the requirements of SIAMS.
- d) The amount of teaching time devoted to R.E. is not less than 5%. This does not include collective worship and church services.
- e) 80% of teaching time for R.E. is allocated to Christianity with 20% allocated to other world faiths.
- f) Religious education and Collective Worship are closely interconnected. Some themes in Collective Worship reflect the work done in classrooms during R.E.

The school has close links with its parish church, St Luke's, Winmarleigh. When appropriate, visits are made to learn first hand about worship and the work of the Church.

## **Statement of Broad Aims**

- a) Within the context of a Church School, Religious Education supports children in developing their own beliefs, values and attitudes through an exploration of the place and significance of Christianity and other religions in the contemporary world, with an emphasis on Anglican beliefs and practices.
- b) Religious Education helps children to explore significant events and experiences in their own lives and to seek for meaning, purpose and value in them.

- c) Religious Education fosters the spiritual, moral, cultural and social development of children and encourages them to gain insights into the Christian faith.
- d) Religious Education enables children to develop links with the local Churches and thereby to encounter religious faith as an important aspect of the lives of many people in the community.
- e) The school values the faith background of its pupils and encourages the children to understand and respect religious beliefs from other faiths.

## **Content and Approaches**

The content covers the Blackburn Board of Education Syllabus and is taught across a three year cycle at Key Stage one and a four year cycle at Key Stage two (see appendix)

Each class contains children of mixed ages and abilities. The tasks given to children are differentiated appropriate to age and ability. The school considers it important that children are not prevented from gaining access to the knowledge and concepts in R.E. by virtue of limitations in their learning abilities. When designing tasks teachers will therefore consider how the children in their classes can best gain access to the materials being studied, in relation to their ages and aptitudes.

A variety of approaches is used in this multi-faceted subject; listening, discussion, reading, writing, drawing, modelling, drama, movement, music, visiting, receiving visitors, being still and thinking all have their place.

## **Early Years Foundation Stage**

It is recognised that children in reception are provided with a curriculum within the statutory framework for the Early Years Foundation Stage, taken from the early learning goals. They will be introduced to a range of cultures and religions by listening to stories and music, dance, tasting foods from different cultures and using resources in role play that reflect a variety of cultures.

## **Inclusion**

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, race and social circumstances, have access to the R.E. curriculum and make the greatest progress possible. Teachers take IEPs into account and make appropriate provision when planning work.

## **Assessment, Recording and Reporting**

Assessment incorporates observation of the processes involved, examination of the finished product and discussion with pupils. It is not the intention in R.E. to assess the pupils' beliefs. It is however, appropriate to judge the extent to which their understanding of religion is based upon accurate knowledge and developed skills. Assessment will also seek to identify their capacity for expressing opinions clearly and thoughtfully, for appreciating the opinions of others and for discussing differing points of view in a suitable manner.

A record is kept of the work of each class on each topic. Notes can be made on children's work of particular significance. Photographs of displays may be taken, work kept in a portfolio and an RE discussion book is kept in each classroom.

An overall comment on children's progress in R.E. is included within the annual written report.

## **Role of the Co-ordinator, Monitoring and Evaluation**

Evaluation is carried out to enhance teaching and learning. It is the responsibility of all staff and will include the monitoring of R.E. provision to ensure the spiritual, social, moral and cultural development of the pupils as well as their knowledge and understanding of Christianity and the other matters covered within this syllabus.

Evaluation will include content, children's development, teaching styles and methods, organisation and resources, and links between the school and the parish. Methods used in evaluation will include ongoing assessment of pupils' progress, review of syllabus coverage, analysis of teachers' planning, consideration of continuity and progression throughout the school.

## **Resources**

Teaching resources will be kept in key stage rooms and a central location.

## **Responsibility for the Policy**

The R.E. coordinator is responsible for the implementation of this policy and will make suitable arrangements for the planning, teaching, assessing and monitoring of R.E. by members of staff in their classrooms.

This policy will be reviewed every three years. It will be issued to the governor responsible for R.E. A reference copy will be placed alongside all other school policy documents within the school office.