

# Whitwick St. John the Baptist C.E. Primary School

## Religious Education Policy

**Agreed by Staff:** March 2021

**Agreed by Governors:** March 2021

**Signed (Chair) :** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Introduction**

- Religious Education is an important part of the curriculum at Whitwick St. John the Baptist C.E. Primary School. It offers children opportunities to understand the beliefs, practices and values that affect people's ways of life, encourages reflective, caring attitudes and helps to develop an awareness of life's spiritual dimension. In a Church of England (Voluntary Controlled) School we feel it appropriate to emphasise Christianity as the basis for Religious Education, but recognise the need for children to understand and respect other faiths and life styles, and to develop their own values and beliefs. The school follows the Leicestershire Agreed Syllabus for Religious Education supported by the Diocese of Leicester Syllabus for Religious Education.
- Religious education is given the same status in the curriculum as all non-core subjects. It will be taught in accordance with the guidance for best practice enshrined in our teaching and learning policy.

## **We recognise that :-**

- The curriculum should be balanced and broadly based and should 'promote the spiritual, moral, mental, and physical development of pupils'
- All pupils in maintained schools should be taught R.E., but Parents have the right to withdraw their children
- The LA Agreed Syllabus reflects the fact that the religious traditions in the country are in the main Christian, and takes into account other principal religions represented in Great Britain.

## **Aims**

The aim of Religious Education is to encourage and assist all pupils to explore and express their own response to the spiritual and religious approaches to life by enabling them:

- To acquire a basic knowledge and understanding of religious beliefs and practices.
- To help the children develop a positive attitude to life and an increasing awareness of their own worth as an individual.
- To understand and respect how religious beliefs and values affect ways of living.
- To develop an increasingly reflective and caring approach to life.
- To gain an awareness of the spiritual dimension of life.
- To foster religious tolerance in our multi faith society.

## **The Curriculum**

We follow the Leicestershire agreed syllabus for RE, alongside The Understanding Christianity programme. Each term begins with a day devoted to essential knowledge of a key world religion, which is then followed up later in the term with a 'Big Q Day' where the children apply what they have learnt to wider questions. This is enriched by the variety of religions and other perspectives of life represented in multi-ethnic Leicestershire. Christianity is taught through the Understanding Christianity programme which is delivered via shorter weekly lessons and helps children to put together a broad picture of the big story contained in The Bible. Pupils are encouraged to make links between their own experience of religion, and what they learn about other religions. This will lead to an informed understanding and appreciation of their own and others' beliefs.

## **Integrity**

In RE it is essential that the personal beliefs of the pupil, the teacher and the integrity of the subject itself must be respected.

The attitudes and backgrounds of the pupils must be treated with sensitivity and their right to privacy in matters of personal beliefs and feelings must be safeguarded.

Equally, the teachers' privacy with regard to their personal beliefs must be respected. Their professional role is not to indoctrinate but to educate, by broadening and deepening the pupils' perceptions of the spiritual and religious aspects of life in general, and by fostering a respect for the beliefs of others.

## **Assessing and Recording Progress**

Assessment will be carried out in line with guidance contained in our assessment policy. The learning outcomes attached to each attainment statement show how pupils might demonstrate what they have learnt. The work the pupils do in each unit will serve as a class record. It is not necessary to make detailed records for each pupil in relation to these outcomes, nor does all work need to be recorded. The learning outcomes provide broad descriptions of achievement within each unit of work and will help teachers to decide where a pupil's progress differs markedly from that of the rest of the class.

This policy will be reviewed in accordance with our timetable for policy review