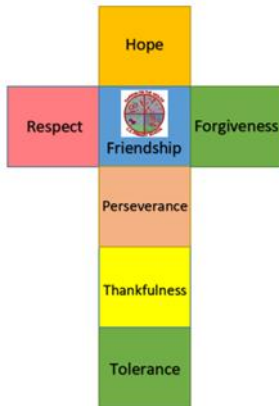
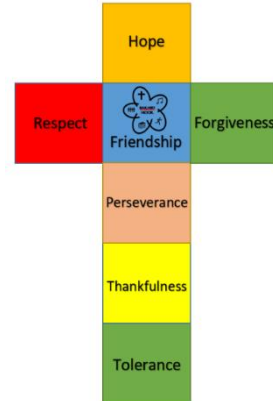


Garton on the Wolds CE Primary School Religious Education Policy

Respect, Aspire, Achieve



Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.



Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision by:

- demonstrating, as a Church school, our Christian values in action
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- Targets are challenging and achievable.

Religious Education Policy

GARTON ON THE WOLDS CE PRIMARY SCHOOL INTENT, IMPLEMENTATION AND IMPACT

Here, at Garton on the Wolds CE Primary School, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements as well as respect and tolerance about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of our school using our School Vision which is underpinned by our 7 Christian Values. At Garton on the Wolds, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE in promoting the spiritual, moral, social, and cultural development of our children.

Implementation

At Garton on the Wolds, it has been agreed that having taken into account the requirements and guidelines presented in the East Riding Agreed Syllabus, the following religions have been

selected for study:

- Christianity – Foundation Stage, Key Stage 1 and Key Stage 2
- Judaism – Foundation Stage, Key Stage 1 and Key Stage 2
- Islam – Key Stage 2

As Garton on the Wolds is a Church of England Primary School, Christianity is the predominant religion which is taught within school. As well as following the East Riding Agreed Syllabus for religious education we also use the Church of England resource 'Understanding Christianity' with the aim to deepen our student's knowledge.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry, discussion and first-hand experiences wherever possible for both staff and children.

Impact

The children at Garton on the Wolds Primary School, through their R.E. learning, are able to make links between their own lives and those of others in their community and in the wider world. Our Christian Values help children develop into caring individuals who value the community of people around them both inside and outside of school. Through weekly R.E. and PSHE lessons our children are developing an understanding of other people's cultures by being taught respect and tolerance towards different ways of life, as well as personal choices by individuals, which they are then in turn able to communicate to the wider community. R.E. offers our children the means by which to confidently understand how other people choose to live and to understand why they choose to live in that way.

Our Values

Our Values are at the heart of our school vision and shared with children on a regular basis, in Collective Worship and reinforced through our teaching and every day school life. We established these in collaboration within our school community.

Friendship is the Christian Value which underpins our school year. Our values of Hope, Respect, Forgiveness, Perseverance, Thankfulness and Tolerance are taught, recognised and reinforced each half term.

Our values can be said to be 'Human Values' and inclusive for all. As a Church of England school, however, we have rooted these Values in our Christian beliefs and in stories from the Bible making it particularly memorable for children.

1. Introduction

Garton on the Wolds CE Primary School follows the East Riding of Yorkshire Agreed Syllabus. RE is a basic subject of the curriculum and is therefore an entitlement for every child. Being a Church of England School the faith most evident is Christianity. Our school will endeavour to increase pupils' knowledge of Christianity as a living faith whilst also aiming to increase knowledge, understanding and respect for a variety of beliefs.

2. Aims

From agreed syllabus:

<http://eriding.eastriding.gov.uk/all-ages/religious-education/introduction/>

3. Teaching Objectives and Learning Outcomes

Teaching Objectives and Learning Outcomes for a key stage are found in three Areas of Understanding, each divided into two Attainment Targets:

Attainment Target 1: Learning about religions

Attainment Target 2: Learning from religions

<http://eriding.eastriding.gov.uk/all-ages/religious-education/statutory-areas-of-understanding/>

4. Breadth

Key Stage 1 children will study Christianity and Judaism

Key Stage 2 children will study Christianity, Judaism and Islam.

Christianity represents at least 60% - the remaining proportion is equally divided between the other chosen faiths. Those faiths are not exclusive; other world faiths may occasionally be touched upon.

Each chosen faith has specified statutory Key Content in the syllabus:

<http://eriding.eastriding.gov.uk/all-ages/religious-education/statutory-key-content/>

5. Planning

A long-term plan is in place, based upon the local Agreed Syllabus, allowing for continuity and progression and building upon prior learning. The 2016 programme of Units of Learning is followed. Pupils receive an average of 60 minutes each week of RE, representing at least 5% of curriculum time; when appropriate some of this time may be blocked to provide a concentrated focus and to make links with other curriculum areas. 'Understanding Christianity' is woven into our RE syllabus for each year group and helps to support the teaching of the RE curriculum.

NB. Curriculum time given to RE is distinct from collective worship, which is outside curriculum time.

6. Teaching Strategies

An enquiry model is employed, based on pedagogies recommended by the 2016 agreed syllabus:

<http://eriding.eastriding.gov.uk/all-ages/religious-education/pedagogy/>

7. Cross-curricular links

RE can make important contributions to other parts of the school curriculum such as PSHCE, humanities, education for sustainable development. RE offers opportunities for personal reflection and plays a significant, though not exclusive, role in contributing to SMSC development and the promotion of fundamental British values (see separate policy/ies).

8. EYFS

RE forms a valuable part of the educational experience of children in the EYFS. Principles and practice of EYFS offer good opportunities for RE.

The syllabus website offers resources and suggestions for RE linked to Development Matters:

<http://eriding.eastriding.gov.uk/all-ages/religious-education/early-years-foundation-stage/>

9. Equal Opportunities (Please also refer to our Equal Opportunities Policy)

All children, regardless of gender, race or background, have an equal entitlement and access to the RE curriculum at an appropriate level for their ability. Care is taken to ensure that teaching does not unintentionally stereotype faiths, cultures or societies. The school ensures that the requirements of the DDA are met. Resources for SEN:

<http://eriding.eastriding.gov.uk/all-ages/religious-education/special-educational-needs/>

10. Withdrawal from Religious Education

Parents may withdraw their child from all or part of Religious Education provided they give written notification to the school. Teachers can also exercise their right to withdraw from teaching the subject. However, it is hoped that all parents and teachers will feel comfortable with the RE taught at our school and address any concerns to the Governing Body.

<http://eriding.eastriding.gov.uk/all-ages/religious-education/statutory-requirements/the-right-of-withdrawal/>

11. Resources

Artefacts and resources for the Christianity, Judaism and Islam are available and shared with each year group.

12. Assessment

The school policy for assessment, reporting and recording is implemented in accordance with suggested assessment tools in the syllabus, using the statutory End of Key Stage Statements:

<http://eriding.eastriding.gov.uk/all-ages/religious-education/assessing-re/>

Assessments for each unit of RE taught in school are on-going and data is collected by the RE co-ordinator at the end of each term.

13. Monitoring and Evaluation

Wherever possible the RE subject leader evaluates, monitors and supports RE teaching and learning throughout the school, against the standards set in the agreed syllabus.

14. Role of the Headteacher

- In collaboration with the subject leader, to monitor the implementation of the RE policy, teaching and learning
- To ensure that the governing body is informed about the progress and profile of RE in school
- Deploy support staff to maximise support for RE

15. Review

As a result of the assessment, monitoring and evaluation process, the RE subject leader and staff will review the scheme of work as necessary.

The RE policy will be reviewed on a three yearly cycle in accordance with the School Improvement Plan.

Policy Written By	Senior Leadership Team and Governing Body
Approved By Governors	October 2021
Review Date (Or before if necessary)	September 2022