



Pattishall Primary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Religious Education Policy

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

Pattishall is a Church of England Voluntary Controlled school therefore we deliver RE in line with the Northamptonshire Agreed Syllabus.

It is expected that 5% of curriculum time be given to the teaching of RE.

Rationale

Our aim is that Religious Education will:-

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **Develop a sense of awe and wonder and mystery**

Skills in Religious Education

Pupils should be helped to develop skills for learning through Religious Education. Progress in RE is dependent on the development of a range of skills which enable pupils to understand the concepts. These are the skills of: engagement, empathy and interpretation; investigation and application; discernment, analysis and evaluation; and reflection, expression and synthesis.

Attitudes in Religious Education

Attitudes such as respect for others and respect for the truth, care for all people and determination to achieve should be promoted through all areas of school life. There are some attitudes that are fundamental to Religious Education. These attitudes enable learners to enter fully into the study of religions, and are in turn fostered and deepened by the study of RE. These are the attitudes of: curiosity, appreciation and wonder; respect for all; critical awareness; open mindedness and questioning; and self-awareness.

The contribution RE makes to other curriculum aims:

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion/tolerance of other faiths

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Approaches to teaching RE

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through the locally agreed syllabus, taking into account the need to offer breadth of content.

Religious Education at Pattishall CE Primary School

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection. Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

Responsibilities for RE within the school

As well as fulfilling their legal obligations, the governing body and head teacher should also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

The right of Withdrawal from RE

At Pattishall CE Primary School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Pattishall CE Primary School.

Managing the right to withdraw

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.