



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

RE Policy 2021

Introduction:

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.

Intention:

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, wonder and mystery**

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The Golden Threads of diversity and global citizenship are woven throughout our RE curriculum building respect and tolerance and encouraging pupils to see themselves as part of a global society where everyone has a part to play.

Implementation:

It is expected that at least 5% of curriculum time be given to the teaching of RE. Within this, the balance of time allocated to Christianity should be 66% and other religions and world views 34% (in line with The Statement for Entitlement for RE in Church Schools).

Approaches to 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 and Understanding Christianity considering 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

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- 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.

Impact:

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 and reflect on 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.

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Curriculum Progression Statements for each year group – to be reviewed Summer 2021

Reference the Agreed Syllabus

Curriculum Structure (Long Term overview)

Assessment

Children will be assessed as Below, WT, WA, WA+ or GD against key end of unit statements from the locally agreed syllabus and Understanding Christianity. This will be recorded on OTrack and reported to parents as part of their child's end of year report.

Inclusion

RE will be taught in line with our Inclusion policy. Staff will employ a range of teaching, learning and recording strategies in order to facilitate learning for all children employing helping hands and other strategies as necessary.

Covid addendum

Staff set RE work on Class Dojo linked to the unit they should have been covering where possible using online resources such as Oak Academy. This was more effective in KS2 where there was more available material. The limited choice of suitable material available for KS1 meant that this was more challenging.

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 from 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

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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 of Withdrawal

- 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.

Steph Bruce – July 2021

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