



**Warwick Bridge School
Religious Education Policy**

*Pupils should not just learn
about religion
but also about themselves
from religion.*

(Cumbria RE Agreed Syllabus)

Religious Education is taught as part of a cross-curricular approach to citizenship education. Through this, we aim to promote the spiritual, moral, and cultural development of all pupils.

Religious Education is a compulsory subject and forms part of the national curriculum. The RE syllabus used at Warwick Bridge School follows the Cumbria Agreed Syllabus for Key Stage One and Key Stage Two.

Parents do have the right to withdraw their child from RE. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents meet with the Head Teacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing Body will make arrangements with the Head Teacher for the child(ren) to be supervised or engaged in another activity during this time.

School Context

RE is taught, as in other curriculum areas, by starting from the pupils' own life experiences and relating these to similar or different experiences of other people in the local community and in the wider national and international community. The background of many children therefore appears to be Christian. However, the vast majority of pupils appear to have little experience of any strong faith or belief.

Aims of the RE Curriculum

RE is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. We seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines. The overall aims are:

- That all children form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a strong faith.
- That all children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- That all children develop a sense of awe and wonder about the world around them.
- To help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past.
- To support pupils personal and spiritual development by encouraging self-awareness and self-respect.
- To help pupils develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.

Equal Opportunities

Every child is entitled to be taught RE regardless of their age, culture, gender, background or special need or disability. RE develops a balanced view of the multi-cultural society that we live in without compromising the faith, non-faith or cultural background of any pupil.

(Please see the Equality Policy)

Health, Safety and Well-Being

Visits to places of worship and other RE related venues are encouraged as an important part of developing a child's understanding of the role religion plays in communities. Prior to all visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to creating the risk assessment.

Staff will ensure that the context of the learning that will take place during the visit will not undermine a child's own faith or challenge their belief and will only be presenting a knowledge base about a faith.

Permission will be sought from parents/carers for each child to attend the visit. We acknowledge the sensitivity that some families may have with regard to their child

visiting another place of worship and staff must ensure that they do all they can to assure parents and encourage pupil participation.

Timetabling for RE

The children in the Foundation Stage are taught RE through the area of Knowledge and Understanding of The World.

In KS1 and KS2 RE may be taught either discreetly or as part of a cross-curricular approach e.g. through PSHE, History, Geography, Art or as part of a focus day or period of time e.g. Christmas and Easter.

(Collective Worship is separate to the teaching of RE though strands of Collective Worship may be used to enhance the RE curriculum. See Collective Worship Policy)

Teaching and Learning

A variety of teaching methods should be used to teach RE, such as role play/drama, stories and music. Visitors to school should also be encouraged to give children the opportunity to listen to and ask questions about another person's experiences of living/celebrating through different faiths. Staff use the Kapow online resources to plan and deliver lessons.

The Foundation Stage and KS1 forms the basis of children's future understanding and therefore should begin with children's own experiences and feelings, particularly around 'special times', people, places and objects/symbols. Many opportunities should be given for thinking, talking, listening and responding to others respectfully. Much emphasis should be placed on valuing and caring for other people in our local community and also for children to relate their understanding to a wider/global community.

In KS2, similar opportunities should be offered and children should be encouraged to openly discuss their understanding, opinions and attitudes about religion.

It is likely that a teacher may have their own religious beliefs/faith. The teaching of RE must not be used to indoctrinate or challenge children's faiths/beliefs which may be different from their own. Teachers must be sensitive about the language that they use, for instance swapping, 'I go to church on Sundays' to, 'Christians go to church on Sundays'.

Planning for RE

RE should be planned with the following main attainment targets as a guide:

- Learning about religion (informed)
This includes enquiry into, and investigation of the nature of religion, the range of beliefs, teachings and ways of life, sources, practices and forms of expression. It

includes the skills of interpretation, analysis and explanation. Through this, the pupils should develop an understanding of ethical issues and an understanding of individual religions and how they relate to each other. Pupils should also develop an understanding of the nature and characteristics of religions.

- Learning from religion (reflective)

This focuses on developing pupils' reflection on and in response to their own and other's experiences in the light of their learning about religion. Pupils should develop the skills of application, interpretation and evaluation of what they have learned about religions. Pupils should learn to communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

During a yearly long term planning meeting, teachers will agree on a focus religion throughout the year, building on elements where links can be made with other religions. Whole school religious days will be planned by the RE coordinator.

Assessment

As RE involves a process of personal development and emerging/changing views, it is difficult to formally assess all but the ability of children to recall facts and to be able to express a view about religions.

The Cumbria Agreed Syllabus states that:

“It is essential to measure pupils' attainment in order to ensure that learning objectives are met and to plan future learning. Teachers should make separate judgments about pupils' attainment in each of the Attainment Targets. Results should not be aggregated since pupils can have marked differences in their levels of performance in the two Attainment Targets.”

Teachers should therefore, assess what pupils know about religions, what their attitudes are to religions and how well they are able to express their own views and feelings towards other religions.

Planning should be part of a child-initiated process, beginning with children's current levels of understanding and following areas that children would wish to explore further. Examples of work produced, videos, photographic experiences should also be kept as an evidence base for making evaluations about the teaching of RE and the successful levels of learning that have been achieved. This should be straightforward and manageable.

Role of the Coordinator

There is a named coordinator responsible for coordinating the teaching of RE throughout the school.

Their role is to:

- Provide support, advice and resources to members of staff

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- Monitor the teaching of RE and outcomes for all children, revising policies and supporting staff with planning of RE where necessary.
- Monitor the teaching of RE across the school highlighting the continuity and progression of the areas taught across the school.
- Attend relevant training and support staff through feedback at staff meetings.
- Monitor the use and need of resources throughout the school.

Monitoring

In order to ensure continuity and progression, it will be necessary to monitor the teaching of RE across the school. This should be done through liaising with staff, observing lessons, learning walks, monitoring planning and coverage and carrying out pupil interviews.

The result of any monitoring should be discussed with the Head Teacher/SLT and any actions resulting from this should be acted upon within a given time frame.

Resources

Resources are centrally stored in the resource cupboard and include books, pictures, artefacts and posters. All materials should be handled very sensitively and with respect.

Policy written and adopted by Warwick Bridge staff **July 2023**

Ratified by Governing Body

Date to be reviewed **July 2026**

Signed:.....
Head Teacher

Signed:.....
Chair of Governors

Date:.....