



# RE and Spirituality Policy

## Mission Statement

‘Christian values are the foundation upon which Prees C. E. School is built.

St Chad’s church is at the heart of our school and the wider community.  
The cross of St Chad symbolises our link through the ages to the Cathedral of our  
Lichfield Diocese.

We are committed to promoting Christian values such as love, peace, forgiveness and self-control, to enable our children to develop into the people they are meant to be.’

## Rationale

Religious Education (RE) is an important subject at Prees CE Primary School. It is an aspect of the curriculum, however, Christian values underpin all that we are and represent. It is taught in accordance with the ‘Shropshire Agreed Syllabus for Religious Education’ as we are required to do by law. Also by law, RE must focus mainly on Christianity, whilst taking account of the other principal religions in Great Britain. We use the Shropshire syllabus as a framework but link the work with the Christian values which we explore through our worship, PHSE and everyday life. Christian values are central to our ethos and as such, this policy should be read in conjunction with our Behaviour and Anti Bullying Policy as well as PSHE, Worship and our Spiritual, Social, Moral and Cultural Statement.

## Aims

### Our Christian Ethos: ‘Believe and Achieve’

As a Church of England School our attitudes and responses to behaviour are based on Christian values. The life and teachings of Jesus inform the way that we behave as a community towards each other:

**Therefore we aim to:**

- Treat each other as unique and precious individuals made in the image of God.
- Foster opportunities for children to develop a Spiritual dimension to their lives and learning.
- Teach children that people of Faith are affected in their daily living by their beliefs.
- Provide opportunities for children to explore the more challenging aspects of life such as, *Rites of Passage, Awe and Wonder, Science and God and Different Faiths.*



- Encourage children to explore and express their faith or non-faith and through that to promote awareness, respect and sensitivity for the traditions and beliefs of other people.
- Develop pupils' knowledge and understanding of religion through exploration of the beliefs and practices of the principal world faiths represented in Prees and Great Britain.
- Develop the skills required to be able to examine and reflect on religious belief and practice, including those from other faiths and cultures.
- Provide opportunities for the cultivation of pupils' spiritual, moral, social and cultural development.

## Teaching and Learning of RE

The Agreed Syllabus is taught from EYFS throughout the school.

Across the school, RE is predominately based on exploring and comparing Christianity with other World Religions, looking for points of contact and similarity or contrasts. Children are encouraged to express their own beliefs and views and to understand those held by others.

In EYFS the children study Christianity and any other religions that reflect the different Faiths represented in the school.

At KS 1 pupils study Christianity and Judaism.

At KS 2 pupils study Christianity, Islam, Judaism and other major world faiths that link to current topics.

The agreed syllabus emphasises the importance of distinctive RE skills including enquiring and questioning, analysing and interpreting, as well as empathising and reflecting. Lessons are carefully planned to develop these skills.

## Planning

The long term plan outlines the religious education topics, key questions and Christian values to be studied in each term during each key stage.

Our medium-term plans give details of each unit of work for each term. At Prees we teach in key stages, therefore, we have a two year rolling programme ensuring that children have complete coverage of the Agreed Syllabus and when revisiting religious questions we can ensure challenge and, through this, progression.

For long/medium term plans see appendix A. (Reviewed annually)

The planning and teaching of RE has specific links with our Worship and PHSE ( see separate policies).



## Approaches

In order to make Religious Education an engaging, active subject we utilise a variety of teaching methods including creative arts, ICT, discussion, drama, artefacts, pictures, stories, and the use of periods of stillness and reflection.

In all key stages the delivery of RE is taught both as an integral part of the topic work covered (where appropriate) during the year and also as a discrete subject.

In EYFS clear links are made with personal, social and emotional development and understanding the world. The EYFS curriculum allows children to show sensitivity to others' needs and feelings and to learn about similarities and differences between themselves and others, among their families, communities and traditions.

RE is evidenced across the key stages in books, which follow the children through the school. Evidence is gathered in many forms including, photographs, pictures, pupil comments, art work and stories.

We benefit from our close ties with the parish church and the clergy. Staff are strongly encouraged to access quality 'first hand experiences' whether through visits or by inviting visitors into school to talk about their faith.

## Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning. RE is rigorously assessed and this assessment is used to inform future planning, ensuring that each individual child is reaching their potential.

Teachers use pupil observation, discussion, questioning and pupils work to inform the day to day teaching and planning of RE. This is evidenced in their planning and marking. Formative assessment is tracked in pupils' books at the end of each unit of work.

Summative assessment takes the form of a colour coded chart that is used in order for the Subject Leader to track progression and to highlight any 'gaps in learning'.

Formative and summative assessments are used to inform parents/carers about their child's progress at parents' afternoons and in an annual report.

## Time Allocation

Religious education and our core Christian values are interwoven through much of our ethos and work. Specific RE studies are taught both discretely for 5% (forty-five minutes in EYFS and KS1 and one hour in KS2) of the weekly timetable and also as part of our themed curriculum, so that relevant links can be made.



## **Withdrawal**

Parents have a right to withdraw their child from all or part of the RE curriculum and worship. Parents/carers may make a request, in writing, to the Headteacher, that their child be withdrawn from Religious Education. Parents are encouraged to discuss their decision with the head teacher.

## **Equalities Plan**

At Prees all children have equal access to the curriculum, regardless of their gender, race, ability or sexual orientation. It is the responsibility of all teachers to promote equal opportunities and tackle barriers to ensure that all children can access the curriculum and make the best possible progress.

## **Special Educational Needs and Disabilities**

We believe all children should have access to a broad and balanced curriculum. Teachers ensure that they provide learning opportunities that are matched to the needs of the children. Further details are contained in the schools Special Educational Needs Policy.

## **Able, Gifted and Talented**

It is the responsibility of the class teacher to identify pupils that can quickly, easily and at expert level apply specific skills and processes of RE and who demonstrate high levels of understanding, insight, maturity and achievement. Teachers provide opportunities to challenge the pupils and develop their skills further.

## **Subject Coordinator's Role**

The RE subject lead is responsible for leadership of RE throughout the school. This includes:

- Taking the lead in policy development and the production of the schemes of work
- Supporting colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- Monitoring progress in R.E. and advise the Head teacher on action needed
- Taking responsibility for the purchase and organisation of central resources for R.E.
- Keeping up to date with developments in local, diocesan, national R.E. education and disseminate information to colleagues as appropriate



**Date adopted by Governing Body: Spring 2014**

**Full Review Date: Spring 2017**