

# WEXHAM COURT PRIMARY SCHOOL

## Religious Education Policy

2018- 2021



<b>Date Approved:</b>	<b>Autumn 2018</b>
<b>Date for Review:</b>	<b>Autumn 2021</b>
<b>Responsibility:</b>	<b>Pupil Support &amp; Transforming Learning Committee</b>
<b>Approved By:</b>	<b>Pupil Support &amp; Transforming Learning Committee</b>

## WEXHAM COURT PRIMARY SCHOOL

### RELIGIOUS EDUCATION POLICY

#### 1. Aims and objectives

Religious Education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At Wexham Court Primary we develop the children's knowledge and understanding of the major world faiths. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children and staff within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children **learn from religions** as well as **about religions**. We want children at Wexham Court to enjoy learning about religion because it is taught in a stimulating and interesting way.

#### 2. The legal position of religious education

RE is a compulsory subject and forms part of the National Curriculum.

The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on Slough SACRE. The Education Reform Act 1988 (ERA) states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. This does not include Collective Worship time as this is a separate requirement.

Parents have the right to withdraw their pupils from RE. However, parents must first meet with the Head teacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the governing body annually in writing to withdraw their child from RE lessons. The governing body will then make arrangements with the head teacher for the children to be supervised or engaged in another activity at this time.

#### 3. Curriculum planning in religious education

RE is taught weekly in accordance with the Slough SACRE. RE is also embedded in all areas of the curriculum, such as PSHE, daily collective worship and assembly. The topics studied in religious education build upon prior learning, offering opportunities for children of all abilities

to develop their skills and knowledge in each unit. Progression is built into the scheme of work offers the children an increasing challenge as they move through the school.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through teachers annotating and differentiating the plans for each lesson they teach and by differentiating the work and the level of support given.

At Wexham various days and events are organised to highlight different faiths and celebrate a host of festivals. This is done in a number of ways, such as dress up days, assemblies and through class activities.

In Reception classes and Nursery, religious education is an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the areas of learning set out in the guidance in Development Matters, which underpins the curriculum planning for children aged three to five.

Planning for religious education is based on the two attainment targets in the agreed syllabus:

Learning about religions – includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, impact on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religions – concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

Sometimes work in RE contributes to assessment in other curriculum areas such as literacy or art. Teachers record pupils' progress and use pupils' own records as evidence. Achievement in RE is reported to parents/carers at least annually.

#### **4. Trips**

Each year group, from Reception to Year 6 will visit at least one place of worship during the academic year or have a representative visit the school. Children will leave Wexham Court having experienced a place of worship for different faiths. We visit places of worship as guests and learners NOT as worshippers. Before all visits, staff will carry out a formal risk assessment. Staff will ensure that the context of the learning during the visit will not undermine a child's own faith or challenge their own beliefs. Throughout the year children are encouraged to learn about different festivals and undertake related activities during these times. This is not to encourage all children to worship those particular festivals and faiths, purely to have an understanding of them.

#### **5. Monitoring and evaluation**

Responsibility for quality assuring content and delivery of the programme of religious education rests with the head teacher and the pupil welfare Governing Body Committee to ensure that the curriculum is broad and balanced and given due coverage. The policy will be promoted and implemented throughout the school. The school will assess its implementation and effectiveness.

#### **6. Reviewing**

The efficacy of the policy will be discussed annually as part of the governors' rolling programme of reviews.

This is a true version signed by

Mr J. Reekie, Chair of Governors

Signed:

Date:

Miss N Mehat Headteacher

Signed:

Date:

Review date: October 2021