

The following documentation and policy is also related to this policy: Collective Worship, Community Cohesion, Behaviour, SMSC, Teaching and Learning, Global Learning, Anti-bullying, PE.

Introduction: Principles of the teaching and learning in Religious Education:

This is a Church of England School. We welcome all pupils and their families from the local community. Looking towards Jesus Christ as our example, we aim to provide a quality education within a caring Christian environment. We aim to create a happy, safe environment where pupils and adults can respect and value each other. We encourage pupils to take pride in belonging to our school and all that it offers. We foster skills such as co-operation, tolerance and understanding of others and a respect for differences.

We aim, through our actions within the life of the school, for pupils to encounter the Christian faith in an open and exploratory way. We aim to develop the knowledge that some people have a Christian faith that they value and by which they choose to live. Others may have a different faith or no faith. We need to learn to respect views and beliefs which are different to our own. We trust that by our actions we will lead pupils to want to search for a faith that has meaning for them.

We can reassure parents that our school exerts no pressure on pupils to become worshipping Christians or to take part in any activity that would compromise their own family faith. The social, moral, spiritual and cultural welfare of all our pupils whatever their background is of prime concern to us. We believe that collective worship contributes to the development of all these areas. Christian values are central to the ethos of our school and as such are reflected in the main themes on which our religious education teaching is based. We follow guidance from our diocese of West Yorkshire and the Dales Diocesan for our teaching of Religious Education. Christian beliefs and values are central to the syllabus. A knowledge of and respect for other world faiths, specifically related to our predominant local faith groups, is also included.

Aims and outcomes:

- To learn about and learn from the beliefs, practices and celebrations of the Christian faith and other religions.
- Recognise similarities and differences within Christianity, and between Christianity and other faiths.
- Develop an informed appreciation of the Christian faith and other religions in order that they can explore and reflect with openness, interest and respectful curiosity.
- Value religious and cultural diversity in order to enhance their social and cultural development.
- Create meaning from their knowledge and understanding of the Christian faith and other religions in order to enhance their spiritual and moral development.

- Develop an awareness of the richness of religions and their contribution to society and cultures in order that they may form increasingly mature opinions about the world in which they live.
- Develop a sensitive understanding of the significance of religious commitment and practice in the lives of some people in order that they may develop respect for people whose beliefs may be different from their own.

Roles and responsibilities:

The Governing Body, Headteacher and Senior Leadership Team are responsible for monitoring the effectiveness and frequency of Religious Education.

Headteacher/ Senior Leadership Team & Governors:

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. It will be reviewed appropriate to new legislation or to the needs of the school.

Subject Leader:

The subject leader is responsible for keeping staff and governors informed of changes to the LA syllabus and developments in the RE curriculum and resources. They are also responsible for monitoring the quality of teaching and learning through work sampling, learning walks, lesson observations and pupil discussions. Through discussion with the Headteacher and SLT, the subject leader is also responsible for the monitoring of Collective Worship, reflection areas around school, worship areas within classes and the spiritual garden spaces outside school.

Teachers:

Teachers may not themselves be practicing Christians or follow any other faith, however teaching RE in accordance with this policy is part of their contractual duty.

Parents:

Parents/guardians have the legal right to withdraw their child from religious education, provided they give written notification to the Headteacher so that alternative supervision arrangements can be made.

Teaching and Learning: (Including planning)

We follow the LA syllabus for RE. This is the integral thread running throughout our teaching and covers two main areas, the teaching and learning about religion and learning from religion. We have used this to develop our own schemes of work, using some example units provided. Christianity is the main focus although pupils have the opportunity to learn about other religions alongside, to compare and contrast similarities and differences. Good teaching allows pupils to learn about religions and to reflect on what the religious concepts mean to them. Our teaching encourages pupils to extend their own sense of values and promote spiritual growth, whilst respecting the differences between their own values and beliefs and those of others. We aim to teach religious education in a lively and stimulating way. We strive to create opportunities for pupils to be involved in first-hand experiences or real-life experiences e.g. we sensitively hold mock baptisms and wedding ceremonies. We also

value the importance of educational visits such as to other denominations of Christian Church and the Jewish Synagogue. We celebrate a Christian Value every half term and this is embedded throughout the curriculum and in Collective Worship.

Equal opportunities & inclusion:

All pupils have an equal opportunity to take part in Religious Education without their own faith, family faith or no faith being compromised. The policy will be applied to all pupils. We welcome our general responsibilities under the Disability Equality Duty by promoting equal opportunities, eliminating discrimination and improving access to learning for disabled people. In order to comply with the requirements of the DDA 2006 we will make reasonable adjustments to ensure all stakeholders understand and can follow this policy. We will actively seek to remove any barriers to learning and participation that may hinder or exclude individuals or groups of pupils.

Homework/parent partnership:

In summary of each half termly Christian Value, a flier is sent home which suggests activities and a Bible story which can be explored at home. There is no expectation that any learning is returned to school and this is an optional activity. Parents are invited to attend class assemblies which often have an RE theme and their views are sought in the form of questionnaires in order that we can further improve the experience for all stakeholders.

Resources:

We have a wealth of resources for use in planning and delivering creative Religious Education. We have numerous artefacts and symbols from religions and various celebrations. We also have a large selection of books, big books, Godly play boxes, posters, videos and e-books. The majority are stored in the hall and are used to support teaching throughout each term.

Assessment and recording- Formative and Summative:

We have a monitoring cycle and planned assessment opportunities throughout our units of work. We collect evidence from each unit in our RE books and formally assess against the ladder of skills termly in Key Stage 1. We assess the Attainment Target 1: Learning about Religion and Attainment Target 2: Learning from religion in the form of 'I can...' statements. We use a range of assessment methods including children's written responses to questions posed, and noting their conversations and observations. We also make use of digital cameras to record creative work.

Training/ Staff CPD:

The subject leader is responsible for leading staff training including teachers and teaching assistants. This is delivered as and when requested by the SLT and according to need.

Safeguarding (please see Safeguarding Policies and Health and Safety Policies for further details)

Child Protection Through their day-to-day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect. Where it appears to a member of staff that a child may have been abused, the school is required, as part of local child protection procedures, to report their concerns to social services immediately. The Headteacher (and the Deputy Headteacher in her absence) is the designated teacher responsible for child protection. The Chair of Governors is the designated governor responsible for child protection.

Data Protection Act 1998 School collects data in order to meet its statutory responsibilities for the provision of education to children in accordance with the requirements of the Education Act 1996 and The School Standards and Framework Act 1998. Some of this data will be shared with Wakefield Metropolitan District Council and may be shared with other agencies that are involved in the health and welfare of school children. Please be aware that personal data is also covered by the Data Protection Act 1998 whereby you as an individual may be liable if you disclose personal data inappropriately. Please see the school's Data Protection policy.

Safe recruitment and selection of staff. This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are exempt from the Rehabilitation of Offenders Act, therefore all convictions must be declared. Providing false information is an offence. Appointed staff, governors, regular volunteers and trainees have identity, qualification and DBS checks and have been successfully cleared to work with children.

Inclusion The policy will be applied to all pupils. We welcome our general responsibilities under the Disability Equality Duty by promoting equal opportunities, eliminating discrimination and improving access to learning for disabled people. In order to comply with the requirements of the DDA 2006 we will make reasonable adjustments to ensure all stakeholders understand and can follow this policy. We will actively seek to remove any barriers to learning and participation that may hinder or exclude individuals or groups of pupils.

Monitoring and review

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. It will be reviewed appropriate to new legislation or to the needs of the school.

Signed A.Stone
 Headteacher

 D.Sanderson
 Chair of Governors