



Walton & Lees Hill C of E Primary School

Religious Education Policy

POLICY ADOPTED BY FULL GOVERNING BODY: September 2023

Name: Joss Scouler

Position: Chair of Governors

Next Review Date: September 2025

Aims and Objectives

Walton & Lees Hill Church of England Primary School is committed to providing a broad and balanced curriculum to enable all children to achieve personal excellence in all areas of the curriculum in challenging and supportive environment.

We aim for our pupils to:

- Achieve the highest possible standards in Religious Education (RE) in a physical environment best suited to their needs.
- Acquire knowledge, confidence, skills and attitudes relevant to the changing world in which we live and a desire to learn about RE and enable them to achieve their individual potential.
- Experience daily worship and the articulation and celebration of Christian values in day-to-day school life and reflect on the feelings these experiences arouse.
- Develop an understanding and appreciation of social and cultural diversity in the community and in respect for others.
- To create an environment where children develop self-respect, healthy attitudes to life choices and build self-esteem.

Role of Pupils

Children will be expected to work in a variety of environments, individually and with others. Interaction and co-operation is expected and fostered by children working together on different sized projects, discussing and learning together, experiencing different learning styles, producing work for different audiences, evaluating and improving projects through reflection to raise standards and achieve success together. Experiences in RE are provided in line with our equal opportunities policy.

Role of Staff

The school uses the national framework for RE as the basis of its curriculum planning, alongside the Carlisle diocese RE Units of Work (2016) and the Cumbria Agreed syllabus for Religious Education (2023), with reference to the Statement of Entitlement for RE from the Church of England. Teachers work together to ensure a well-planned RE curriculum with meaningful cross curricular links to the wider, modern world. Long term, medium term and short-term planning ensures progression and coverage.

Children's work is assessed in RE in line with the Feedback Policy.

Continued professional development of staff teaching RE is linked to the school improvement plan, when appropriate, budget setting and individual performance management.

Teachers of RE are responsible for managing all aspects of the resources to enable the school to fulfil its agreed aims.

Role of Parents/Carers

Links with the wider world and parental involvement are actively sought. Parents and carers will be given opportunities to receive relevant information in order to support their child's learning outside of school. Parents are consulted on/ informed about new initiatives and ideas and their opinions are sought. Their views and opinions are sought through regular Parental Consultation Evenings whereby 2-way dialogue assists staff in assessing impact of provision and learning throughout the RE curriculum.

Parents will be expected to support children with their RE learning and their research into other cultures and traditions. They have a responsibility to be proactive in supporting their child's learning by exploiting opportunities to enrich children's understanding of the world. They should support their child in homework tasks as appropriate for their age.

Monitoring and Review

RE teachers are responsible for monitoring standards in RE and keeping the Headteacher informed, this may include lesson observations, work scrutiny, monitoring of pupil tracking and target setting will be used to inform future teaching plans, continued professional development and curriculum development. Strategies for continued improvement will be identified in the School Improvement Plan, where appropriate.

Role of Governors

It is the responsibility of the Governing Body to monitor the effectiveness of this RE policy. The Governing Body does this by:

- Requiring the Headteacher to monitor the progress of pupils of minority groups and comparing it to the national expectation, individual progress and comparative progress made by other pupils in the school.
- requiring the Headteacher to either report to governors directly or to make a monitoring visit on an annual basis on the effectiveness of this policy.
- taking into serious consideration any complaints regarding equal opportunity in RE, or issues from parents, staff or pupils.

This policy will be reviewed by the Governing Body bi-annually, or sooner, if necessary.

--	--	--