



Escrick Church of England Primary School
RE Policy

The school vision, values and distinct Christian Ethos

At Escrick Church of England School, Christian Values and spirituality are at the heart of all aspects of school life. All our children are given the opportunity to become the best they can be in a friendly, safe and nurturing environment. Our commitment to learning ensures that our dedicated and caring school community is reflective and attentive to the voice of our children.

The school takes as its inspiration and cornerstone the life and teaching of Jesus Christ and actively seeks to uphold and encourage Christian values. Our school aims to demonstrate openness and acceptance, tolerance and forgiveness. Here, values and attitudes are formed and every individual is celebrated and valued equally as a unique creation made in the image of God. We aim to create a community which does not judge or offer judgement but rather promotes values, compassion, acceptance and understanding.

Religious Education (RE) is not a national curriculum subject, but must be taught to all registered pupils. As RE is not nationally determined, the Local Education Authority must provide an Agreed Syllabus for us to follow. We follow, in conjunction with the Diocese of York the North Yorkshire Agreed Syllabus of RE 2013 – 2018. RE is concerned with 'learning about religions and beliefs' and it is not the practice of school to preach or to convert children.

Parental Rights to withdraw children from RE

Parents of a pupil at our school have the right to withdraw their children from all or part of the RE programme. Where parents have concerns they are asked to speak to the Headteacher on a confidential basis.

Values and Aims

We believe at this school that RE supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

In our school RE enables pupils to:

- Acquire and develop knowledge and understanding of principal world faiths practised in GB; including Buddhism, Christianity, Hinduism, Judaism, Islam and Sikhism;
- Develop an understanding of the influence of beliefs, values traditions on individuals, communities, societies and cultures including the local community;
- Develop the ability to make reasoned and informed judgements about religious morals and issues with reference to the teachings of the principal religions;
- Enhance their own spiritual, moral, social, and cultural development by:
 - ❖ Developing awareness of the fundamental questions to life arising from human experiences, how religious beliefs and practices can relate to them;
 - ❖ Responding to the fundamental questions of life in the light of their experience and with reference to beliefs and practices;
 - ❖ Expressing their own personal viewpoints in a thoughtful, reasoned and considerate way.
- Recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

Community Cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at each of the four levels outlined on the DFE guidance.

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the area.

The UK Community – a major focus of RE is the study of the diversity of religion and belief in the UK and how this influences national life.

The Global Community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions British values and human rights.

Learning

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect, consider analyse and interpret issues of truth, belief, faith and ethics to communicate their responses. RE should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own. RE has two closely related aspects:

AT1 Learning about religion and beliefs

Building up of knowledge and understanding of religion and beliefs; including investigating, thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meanings with specific reference to the religions and beliefs studied.

AT2 Learning from religion

Building up investigative, reasoning and evaluation skills; including engaging with, reflecting on and responding to questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific beliefs and religions studied.

Teaching

Teaching the programmes of study should contribute to pupils' knowledge and understanding alongside providing opportunities for reflection on six key areas:

- Beliefs, teaching and sources
- Practices and lifestyles
- Expressing meaning
- Identity, diversity and belonging
- Meaning, purpose and truth
- Values and commitment

The teaching of RE should impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching approaches. This will include direct teaching to the whole class, group, paired and individual activities. Providing a balance between the two key attainment targets underpins the teaching of RE at our school.

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RE teaching draws on the following:

- Visits and visitors – enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith;
- Role play and drama – encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters;
- Artefacts – explore items which are precious and/or used in
- Religious worship – encourage and develop respect; deepen knowledge
- Music and the arts – experience elements of religion in a sensory way
- Parents – valuing the family backgrounds of the children and making them part of the school community.

Assessment

The Agreed NYCC syllabus sets out a structure for recognising pupil achievements and each pupil can work towards achieving the statements following the eight level scale adopted by NYCC Agreed RE Syllabus.

Equal Opportunities

Provision for RE is in accordance with the school's equalities policy. Pupils will develop an appreciation and respect for the beliefs and philosophies of others.

Revisit Spring/Summer 2019 when the new NYCC Agreed Syllabus is published to schools.