

Sir Henry Fermor CE Primary School

Policy Statement for Religious Education

Approval Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

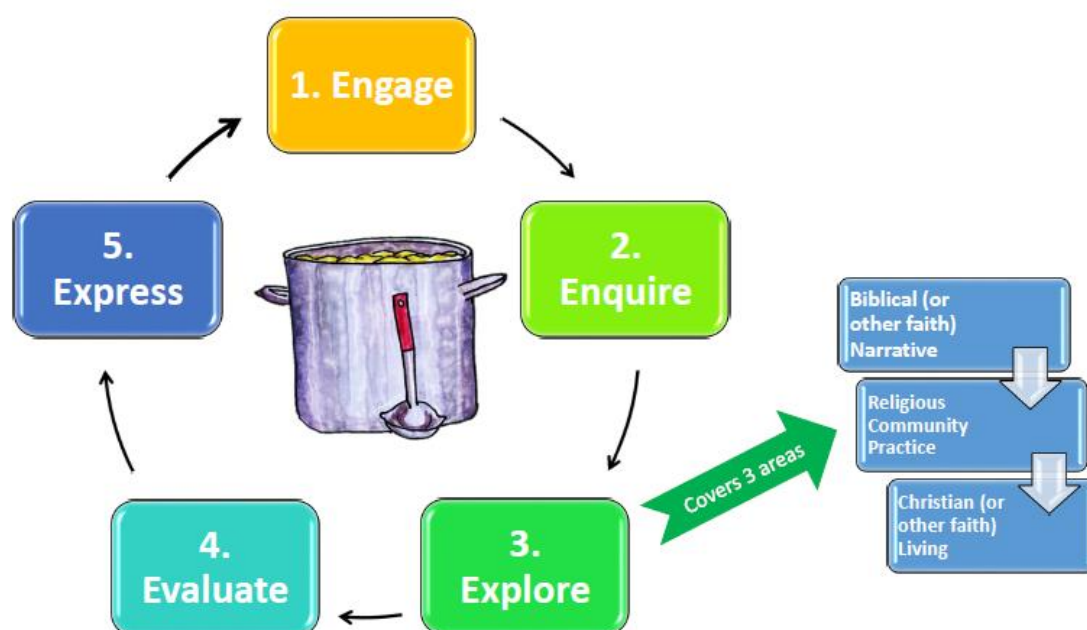
This is a Level 3 Policy against the Trust Governance Plan.

Review Body:	LGB
Approved:	September 2022
Written by:	Rachel Burton
Next review:	September 2025
Review Period:	3 years

Policy Statement for Religious Education

Teaching and learning

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Pupils are taught RE as a standalone lesson for at least one hour a week in KS1 and one and quarter hours in KS2. It is taught in accordance with the [East Sussex County Agreed Syllabus](#). The values the teaching of RE at Fermor generate are intrinsic to our [school's Christian Vision](#) which is encompassed in the [Parable of the Lost Sheep in Luke 15](#). As such, this holistic approach also connects with our RHE learning and provides space for student reflection. We teach a high quality and coherent curriculum. The majority of RE teaching is Christianity based using the [Understanding Christianity resource](#), with a third of the time spent exploring World Faiths using the [Emmanuel Project resource](#). The teaching is enquiry based. Both the teaching of Christianity and World Faiths follow a [three strand approach](#) and an [enquiry based cycle](#):



The Fermor Four in RE

<u>Relevance</u> Students will be able to explain what they have learnt in RE and relate it back to the impact on the wider community and their own lives. Students will be able to transfer the type of philosophical thinking and theological knowledge they learn in RE to other subject disciplines, especially RHE, History and Geography.	<u>Engagement</u> Students will be engaged in their RE learning because it will have relevance to their lives. The key questions will stimulate wonderings, and students will have opportunity to articulate what they already know and want to know. Connections to prior and cross-curricular learning will further enable students to engage and come to a fullness of knowledge and understanding.
<u>Questioning</u> The enquiry cycle is embedded in the planning of RE at Fermor. Students are encouraged to question at all points along the learning journey. This is in keeping with the academic discipline of Philosophy which is one of the three 'ways of knowing' – (Ofsted) in RE teaching at Fermor, the other two being theology and social sciences.	<u>Articulate</u> As students become versed in theological language, they will be able to articulate their thinking and opinions using this learned vocabulary. As they engage in thinking about morality, purpose and truth, they will be encouraged to express their thinking. When all students are able to do this, discourse and debate can take place within the classroom leading to deep, meaningful learning on a number of levels, not only academic but also personal and social.

Cross-curricular links

Religious education supports the development of literacy, empathy, self-expression, philosophical and critical thinking and morality, as well as connecting more directly to the study of RHE, History and Geography. RE also affords the opportunity to develop musical, art and dramatic appreciation and understanding through learning about the interface between the arts and religion, especially when understanding the sacramental aspect of faith and belief.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances and adequate risk assessments will be carried out.

Inclusion

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All learners' contributions are valued in RE as they draw on their own experiences, beliefs and knowledge. A range of teaching and learning strategies to achieve differentiated learning are used. These include references to prior learning at the beginning of lessons, as well as through the repeated cycle of learning the 'Big Story' themes of the Bible in every year group. This repetition encourages learning to 'stick' for all students. Visual ques pertaining to these themes are also repeated and are consistent in each class across the school. Able learners are given opportunities to articulate their understanding of concepts, such as the Trinity in Christianity for example, and are encouraged to compare and contrast with other World Faiths through effective teacher led questioning which stimulates high quality discussion. Learners are encouraged to use their literacy skills in order to write down their thoughts. Small group and paired work, use of role play and drama give opportunities for all children to express their understanding. Use of our growth mind set chart and strategies ensure that all children are familiar and practised in using the techniques to ensure they try and persevere. This echoes the shepherd's growth mind set in Jesus' illustration, when determination, rooted in love, to find his missing sheep prevailed. Following on from this, we aim to be as inclusive and empathic as possible, as we believe no child should be excluded and every hand held, just as our parable highlights the importance of that one lost sheep to the shepherd.

Legal Requirements

As a Church of England school our learning for all our children is deeply and overtly Christian, for the common good; although, as an inclusive community, we also understand and respect the needs of families from other faith backgrounds. From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. WE as a school are obliged to comply to a request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so.

However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, understanding that their views and beliefs can form part of our discussions and learning. We encourage anyone wishing to withdraw their child from RE lessons, to discuss this with the Headteacher before making their decision.