



CARE HOPE ASPIRE RESPECT INQUIRE SHARE

GROWING SUCCESS, ROOTED IN FAITH

St Wilfrid's RE Policy



RE Policy

Table of Contents

1. VISION.....	3
2. ETHOS STATEMENT.....	3
3. AIMS AND OBJECTIVES	3
4. PHILOSOPHY	4
5. TEACHING AND LEARNING STYLE.....	4
6. RE CURRICULUM PLANNING.....	5
7. RE AND INCLUSION	6
8. ASSESSMENT FOR LEARNING	6
9. RESOURCES.....	7
10. MONITORING AND REVIEW	7
11. Appendix 1: Concept Learning	8

1. *Vision*

'All pupils will grow in our school values, supported by staff, governors and the wider community.

Rooted in God's love we will deliver a broad education of the highest quality, enabling all pupils to succeed.'

- *"Grow in the grace and knowledge of our Lord and Saviour Jesus Christ"*
2 Peter 3:18
- *"Rooted and established in love" Ephesians 3:17*

2. *Ethos Statement*

Recognising its historic foundation, St Wilfrid's will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with our town parishes and the diocese of Chichester.

St Wilfrid's aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

3. *Aims and objectives*

As Church of England School, St Wilfrid's places a great emphasis on the importance of RE as contributing to the development of the whole person by:

- Helping pupils consider important questions about the meaning and purpose of existence
- Considering the range and depth of human experiences
- Considering what is ultimately worthwhile and valuable in life

At St Wilfrid's, we develop the children's knowledge and understanding of Christianity and also some of the major world faiths. We enable children to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

Our objectives in the teaching of RE are, for all of our children:

- to develop an awareness of spiritual and moral issues arising in their lives;
- to develop knowledge and understanding of Christianity and other major world religions;
- to develop an understanding of what it means to be committed to a religious tradition;
- to be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
- to develop an understanding of religious traditions, and an appreciation of cultural similarities and differences in the UK today;
- to develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
- to have respect for other people's views, and hence to celebrate diversity in society.

4. Philosophy

The teaching of RE at St Wilfrid's follows the practices and recommendations of the West Sussex County Council Agreed RE Syllabus. Advice has also been taken from the Diocese of Chichester and from previous SIAMS¹ inspections. We firmly believe that RE and Collective Worship are separate but linked. For further information, please see the Collective Worship Policy.

5. Teaching and learning style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Each year group focuses on 'Big Questions' which relate to their study within their units of work.

¹ SIAMS = Statutory Inspection of Anglican and Methodist Schools

We use children's own experiences at religious festivals such as Harvest, Easter, Diwali, Passover, etc. to develop their religious thinking. We regularly visit our local churches, where we celebrate significant Christian festivals and children actively lead and participate in these acts of collective worship. We have a variety of representatives from local churches to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups.

We recognise the fact that all classes in our school have children of widely differing abilities, 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 in a variety of ways, for example, by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by mixed ability in the room, allowing for children to support and encourage one another;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

6. *RE curriculum planning*

RE is a core subject here at St Wilfrid's. We plan our RE curriculum in accordance with the Agreed Syllabus. We ensure that the topics studied in RE build on prior learning and dovetail with Christian Values during collective worship. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in RE in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied in each term. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group. Two thirds of each year focuses on the learning within the frame work of Understanding Christianity. One third of the curriculum time is spent on the study of other faiths.

Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis.

The plans are informed by the resource material contained in the 'Understanding Christianity' resources pack.

Alongside this, we have developed our curriculum to focus on answering questions relating to key concepts (See Appendix A). The aim is to allow children to explore RE and spiritual thinking across the curriculum and not just in discrete RE sessions. Each project identifies 3 concepts to explore and respond to.

7. RE and inclusion

At our school, we teach RE to all children, whatever their ability and individual needs. RE forms an important part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities and those learning English as an additional language.

We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8. Assessment for learning

Children demonstrate their ability in RE through a variety of different ways. Younger children might, for example, act out a famous story from the Bible, whilst older pupils might hold debates based on 'The Big Question'.

Every lesson begins with the class teacher sharing the IALT with the

children. Teachers and pupils assess their work in RE against success criteria. At the end of each unit of work the teacher formally assesses the children. These assessments are copied and stored with the RE coordinator.

The RE subject leader keeps samples of children's work in a portfolio. This demonstrates the expected level of achievement in RE in each year of the school.

9. Resources

We have significant resources in our school to be able to teach all our RE teaching units. There is a set of Bibles and religious artefacts which we use to enrich teaching in RE.

10. Monitoring and review

The coordination and planning of the RE curriculum are the responsibility of the subject leader, Mrs Rachel Staplehurst, who also:

- supports colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject;
- leads staff training sessions
- uses specially allocated regular management time to review evidence of the children's work, and to observe RE lessons across the school.

The quality of teaching and learning in RE is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations. Children's work and planning is scrutinised once a term. Lessons will be observed in the Summer term by the SLT and RE Co-ordinator.

This policy will be reviewed at least every three years.

11. Appendix 1:

Concept Learning

Adversity	Consequences	Freedom	Passion	Spirituality
Beauty	Creativity	Friendship	Peace	Stewardship
Belief	Democracy	Happiness	Poverty	Strength
Belonging	Discrimination	Identity	Power	Sustainability
Care	Diversity	Individuality	Prejudice	Tradition
Change	Dreams	Influence	Pride	Transformation
Choice	Duty	Integration	Protest	Trust
Class	Equality	Judgement	Reform	Truth
Cohesion	Failure	Justice	Resilience	Value
Common Good	Fairness	Love	Responsibility	Virtue
Community	Faith	Loyalty	Rights	Weakness
Compassion	Fear	Media	Sacrifice	Wealth
Conflict	Forgiveness	Morality	Segregation	Well-being
Consent	Free Will	Oppression	Service	Wisdom

Document History:

RE Policy	
Policy Type:	Statutory
Policy Source:	
Approval By:	Spirituality Committee
Review period:	3 years

Date Reviewed	Amendments Made	Date Approved	Approved By	Next Review Due
Sept 2019	New policy introduced	24/9/19	Spirituality Committee	Sept 2022