

White Court School



**Religious Education
Policy
November 2016**

Religious Education at White Court School

Children come to White Court School with a range of Religious experiences. It is our policy to develop, in each pupil, an ability to identify their own beliefs and ideas in a relevant and continuous curriculum. They will be given opportunities to explore the beliefs and traditions of others and develop tolerance and sensitivity towards them. We use a caring and safe environment in which all individuals are valued. They will be able to develop the ability to explore, to reflect on, analyse, interpret and respond to human experience drawing on their study of religion and relate this exploration to their own experiences.

Agreed Syllabus

Religious Education at White Court School is taught in accordance with 'ExploRE', the Essex agreed syllabus for Religious Education. 'ExploRE', reflects the mainly Christian traditions of the country whilst taking into account the other major world religions practised in Great Britain and including (at KS2) secular Humanism.

<https://schools-secure.essex.gov.uk/Search/Results.aspx?k=explore>

Teaching Hours

In accordance with the 'ExploRE' syllabus, the teaching hours are met through discrete lessons, assemblies, school visits to places of worship and cross curricular links within other subjects.

The scheme of work

The scheme of work at White Court has been agreed with teaching staff, therefore ensuring planning includes the required elements of RE on which later learning will build. Teaching staff have the opportunity to design their own activities to meet the stated lesson objectives as they may wish to explore a particular aspect in more depth.

In summary, the new syllabus:

- provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics, and to express their responses. This also builds resilience to anti-democratic or extremist narratives

- enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Resources

RE resources are stored in the resource cupboard (opposite staffroom). Artefacts for each of the religions studied can be located in labelled storage boxes with photo packs and pictures in large plastic files. There are also two storage boxes containing 'Good News' Bibles. After discussions with the relevant teaching staff, the RE co-ordinators will order any extra resources that are required to ensure that the resources available are sufficient for covering the new curriculum.

Assessment and Recording

In accordance with the school's Assessment Policy and the statutory requirements, pupils will be regularly assessed by their teachers. Parents receive a written record of their child's effort and attainment in RE within their child's annual report.

The Legal Entitlement of Religious Education

Statutory requirements in respect of religious education (RE) are currently contained in the *Education Act 1996* and the *School Standards and Framework Act 1998*. Guidance on the interpretation of the legal provisions is contained in *Religious Education in English Schools: Non-statutory Guidance 2010* (DCSF Publications 2010).

Parents have the right to withdraw children wholly or partly from R.E and teachers have the right to withdraw themselves wholly or partly from teaching R.E.

Parents must receive a written annual report containing 'brief particulars' about the achievements of their child in R.E. Schools must include in their prospectus information about the R.E provided.

Assemblies

At White Court Primary School collective worship is set within the context of Assemblies, which may include other features besides those required of collective worship. Assemblies are led by teaching staff or members of the

wider community. They are held 2/3 times a week, with separate assemblies for Key Stages 1 and 2. Children in Early Years classes regularly join the Key Stage 1 assemblies. The remaining 2/3 assemblies each week are class based collective worship activities.

Assemblies are regarded as a special time, which includes 'Thinking Time' and calm reflection. Every effort is made to show sensitivity towards personal faiths and beliefs and to involve all pupils and staff in collective worship. We encourage children to participate by holding achievement assemblies and class assemblies when parents are invited to attend. This promotes the wider community working together to celebrate the children's achievements and learning.

Equal Opportunities

Please refer to White Court School's Equal Opportunities Policy and Guidance.

The Role of the Co-ordinator

The R.E. coordinator(s) will be responsible for monitoring and evaluating R.E. throughout the school. Please refer to White Court School's Teaching and Learning Guidance for further information.

Monitoring and Evaluation

The governing body, in partnership with the Headteacher and R.E. Subject Leaders, determine the school policy for R.E. The Headteacher and R.E. Subject Leaders are responsible for working with staff to devise, monitor, evaluate and review procedures for R.E.

Review

This policy will be reviewed as part of the policy review cycle. It will also be monitored for its effect on pupils with protected characteristics.

Policy discussed at the Meeting of the Curriculum Committee - Autumn Term 2016

Policy ratified at the Full Governing Body Meeting.