




Eton Wick C of E First School Policy Document

Religious Education	
Category: Statutory	Approved by Headteacher: 
To be reviewed by: Subject Leader	<i>Date: October 2021</i>
To be reviewed: every 2 years, or when legislation changes	Overviewed by FGB:
Next review due by: October 2023 (or as needed)	<i>Date: October 2021</i>

Our ethos as a church of England School is captured in the vision of good seed growing in good soil. We endeavour to provide an environment in which we are all developing, learning and growing. Rooted in that vision, our policies have been developed.

Introduction

In Eton Wick C of E First School, Religious Education (RE) plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and none. RE has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions. As Eton Wick is a Church of England School, there is an added element in the children’s collective education in terms of explaining and upholding the school’s Christian ethos. However, the school also has a variety of faiths and communities represented. Through RE, the school seeks to make children aware of similarities between these and celebrate differences.

The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents (see paragraph below). As a voluntary controlled school, RE is therefore taught in accordance with the Locally Agreed Syllabus (Pan-Berkshire Locally Agreed Syllabus for Religious Education 2018), while also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019.

Our Aim

The purpose of RE is to teach children about the religious and non-religious world-views that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

Therefore, the aims of RE in our school are:

- To encourage ‘big questions’ enhancing critical thinking and evaluation skills.



- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Planning and Delivery

At Eton Wick, the RE curriculum follows a combination of two schemes of work, Discovery RE and Understanding Christianity. These resources are used together to deliver a holistic and balanced Religious Education programme in accordance with the Pan-Berkshire syllabus and National Curriculum. Understanding Christianity delivers progression through exploring core Christian concepts while Discovery RE explores core concepts and beliefs through key questions of all other religions. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. Other religions are covered according to the syllabus; e.g. Judaism in KS1, Hinduism & Sikhism/Islam in KS2.

Teaching, Learning and Assessment

RE is taught using an enquiry* based approach, that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background. Resources will include source materials (e.g. Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

Assessment procedures will follow those of the Agreed Syllabus and be in accordance with other assessment and feedback procedures in the school. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt. Records kept will include information about pupils' experiences and judgements about their attainment and progress, as well as being used to inform planning.

*An enquiry-based approach is based around Big Questions and an investigative approach, as recommended by the Diocesan Scheme of Work, Understanding Christianity and the Discovery RE Scheme of Work.

Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children are asked to provide written notification to this effect. The school will keep pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

