


ST PHILIP'S CE PRIMARY ACADEMY
RELIGIOUS EDUCATION POLICY

Date of policy:	January 2024	Signed Head Teacher:  Chair of LGB: Denise Poole
Review date:	January 2026	Signed Head Teacher: Chair of LGB:

Contents:

Safeguarding Statement

Vision Statement

Our Values

Statement of Intent

Aims of the Religious Education Policy

Purpose of the Religious Education Policy

The Scheme of Work

Teaching and Learning

Teaching and Learning Strategies

Resources

Recording, Marking, Assessment and Reporting

Management

Right of Withdrawal

Review

Safeguarding Statement

At St Philip's Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Philip's Primary Academy. We recognise our responsibility to safeguard all who access the academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Vision Statement

Fostering curiosity and a love of learning is at the heart of our teaching. Broadening horizons enables all children to flourish and be fulfilled. Successes are celebrated and failure learned from, allowing us to shine through challenges. Together, we develop qualities of character necessary to be positive future citizens.

Our Values

At St Philip's CE Primary Academy we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst taking into consideration that most of our pupils, staff and community follow the faith of Islam. We endeavour to ensure we are always **'Working together with hope in our hearts'**

This ethos is based on the following values that, as stakeholders, we all aim to uphold:

Value 1: NURTURING

We demonstrate kindness and caring towards each other so that we can find happiness and fulfilment. We promote and support children's wellbeing to support their growth and development.

Value 2: OPTIMISTIC

We believe that having a positive attitude towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.

Value 3: ASPIRATIONAL

We have high aspirations for the futures of the children in our Academy. Through a high-quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and surpass their potential.

Value 4: HOPEFUL

The value of hope is interwoven into our teaching and is an expression of our faith. Hope supports our spirituality, and through that, virtues such as forgiveness, empathy and compassion come to the fore.

Value 5: SINCERE

We are united as a whole to ensure integrity, honesty and trust are maintained. This quality within our academy means that we follow our values to ensure that we always do our best for pupils, staff and community.

Value 6: ASSURED

Our goal is to see our pupils confident, armed with independence and conviction, echoing 'Let your light shine' - Matthew 5:16

Value 7: RESPECTFUL

All members of our academy, including pupils, staff, governors, visitors and the wider community, should be treated with respect. We hold politeness in high regard and we are accepting of each individual's uniqueness.

Value 8: KNOWLEDGEABLE

By fostering resilience, collaboration and risk-taking, we craft an environment where pupils are ready to be lifelong learners.

Statement of Intent

St Philip's Primary Academy is made up of staff and pupils who originate from many nationalities, cultures and faith groups. As an academy we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our academy and the wider world. It is a subject that celebrates diversity and challenges stereotypes. RE is taught in accordance with the aims of the 'Bradford RE Agreed Syllabus'.

In keeping with the syllabus, at St Philip's Primary Academy, we recognise that through Religious Education we can provoke questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. We can develop pupils' knowledge and understanding of Christianity and other principal religions, religious traditions and world views. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression and the influence of religion on individuals, families, communities and cultures. Religious Education encourages pupils to explore their own and others religions, beliefs, values and traditions. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious Education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious Education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

Aims of our Religious Education Policy

The aim of this policy is to ensure that all pupils at St Philip's CE Primary Academy are given the opportunity to join in Religious Education and celebrate the faith of Christianity as well as taking into consideration the faith of our pupils. This will be achieved by:

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

The Purpose of our Religious Education Policy

The purpose of this policy is to ensure that our academy encourages children to participate in Religious Education. We provide programmes, materials, training and resources which will support people in planning or leading Religious Education.

The Scheme of Work

The scheme of work for Religious Education covers all the requirements of the Leeds Diocesan Syllabus. RE is taught in termly units across the academy in a combination of Religion-based and thematic topics. There are a set of core and optional units that are required to deliver the programmes. As an academy, we have chosen the most appropriate themes and topics to ensure that our pupils receive a wide variety of teaching and learning activities across all religions, with the main focus on Christianity. The teaching of Christianity is supported with 'Understanding Christianity' planning and resources.

Teaching and Learning

Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:

1. Learning *about* Religions
2. Learning *from* Religions

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed.

It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way of doing this is

through our links with local religious communities and places of worship. We attempt to provide children with at least one local RE visit every year. Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.

Spiritual, Moral, Social and Cultural Development Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PSHE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience. Religious Education also introduces pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

Teaching and Learning strategies

RE is planned to incorporate a range of teaching and learning strategies to maintain interest and aid understanding. These strategies may include the use of:

- Writing
- Role play
- Discussion
- Art activities
- Music
- Artefacts
- ICT

- Visits to places of worship
- Visitors who come to talk about their beliefs and answer questions

Evidence of RE teaching can be seen in planning documents, in pupils' written work and in class RE 'Big Books'

Resources

Resources are held centrally, in topic boxes. There are also some books and artefacts held in classrooms. Each class has a Religious Education display to celebrate the children's learning.

Recording, Marking, Assessment and Reporting

Pupils' work is marked and assessed in line with our policies on assessment and marking and this assessment is used to inform planning, to recognise and celebrate achievement. Staff ensure that lessons have a clear focus and objective and that learning experiences are evaluated.

Assessment strategies include listening to pupils, questioning, self-assessment opportunities and through marking of written work.

Planning and evaluations are monitored by the subject leader and work moderated with SLT.

Management

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader, in close collaboration with Senior Management.

The curriculum leader attends regular training and professional development.

RE planning is collected for monitoring and a sample of books looked at regularly throughout the year.

Right of Withdrawal

We hope that every member of our academy community will take part in Religious Education as it is a central part of our academy day. If a parent wishes to withdraw their child from all or any aspect of Religious Education they should speak to the Head of School.

Review

This policy should be reviewed and ratified by the Governing Body of St Philip's Primary Academy every two years.