



# Cossington C.E. Primary School

*'Care, Significance, Purpose'*

## Cossington Church of England Primary School

### Religious Education Policy

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

Cossington Church of England Primary School is a Voluntary Controlled School therefore we deliver RE in line with the Leicestershire Agreed Syllabus 2016 'Religious Literacy for All' and its supporting materials and follow Diocesan guidance.

#### Rationale/Aims in Religious Education

Our school Mission Statement is our guidance in delivering quality Religious Education at the School:

#### Care, Significance, Purpose

With a foundation of distinctly Christian Values at our core, Cossington CE Primary School aims to offer an inclusive and inspirational learning environment where every learner is warmly welcomed and can say:

'I am cared for' because God loves me and calls me to care for others.'

'I am significant because God chose to create me and everyone else in his image.'

'I have purpose because God created me, and everyone else, with their own unique personality and abilities.'



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All of these are rooted in our Christian beliefs that God is a God of Love, Grace and Faithfulness.

## The Principal Aim of the RE curriculum:

'The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.'

Leicestershire Agreed Syllabus 2016

☐ ...

## Skills to be developed in Religious Education

### **1. Know about and understand a range of religions and worldviews<sup>1</sup>, so that they can:**

- ☐ describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- ☐ identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom<sup>2</sup> found in religions and worldviews
- ☐ appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

### **2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- ☐ explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- ☐ express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- ☐ appreciate and appraise varied dimensions of religion.<sup>3</sup>

### **3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- ☐ find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- ☐ enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- ☐ articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Religious Literacy for All



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## Approaches to teaching RE

In order to make religious education a lively, active subject we employ a variety of teaching methods through discussions, recording, active participation, outside visitors, trips, art, music, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

We make regular visits to the church in Cossington and organise visits from our Church School Education Officer to enhance and deepen our RE lessons and root our school in its Christian community. Where possible we want our pupils to have opportunities to encounter other local faith communities through visits to local places of worship or visits from members of local faith communities.

Religious Education at Cossington Church of England school is delivered in the following way:

We use the Leicestershire Agreed Syllabus 2016 'Religious Literacy for All' and its supporting materials and Schemes of Work from RE Today. This resource is recommended by the Diocese as is the Understanding Christianity resources that will begin to be taught in school when training is completed.

All learning and units are organised into the three strands of

- Believing
- Expressing
- Living

## Time allocation of RE

RE lessons are organised for 5% of curriculum time.



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**Ages**

**4-5s**

**36 hours of RE**, e.g. 50 minutes a week or some short sessions implemented through continuous provision

**5-7s:**

**36 hours of tuition per year**

(e.g. an hour a week, or less than an hour a week plus a series of RE days)

**7-11s:**

**45 hours of tuition per year**

(e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

In accordance with the structure of the National non-statutory Framework for RE we have agreed that:

Children aged:

4-5s

Reception

Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

5-7s

Key Stage 1

Children will principally learn about Christians and then Jewish people

7-11s

Key Stage 2

Children will principally learn about Christians and then Muslims, Hindus and Jewish people.

## RE and Early Years Foundation Stage

RE in the EYFS sits very firmly within the areas of personal, social and emotional development and understanding the world. RE enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. The RE curriculum in the Acorns class is child-centred and creative in its approach.

## Assessment and monitoring of RE

The assessment and monitoring of RE is in line with the school policy on assessment and monitoring. The learning intentions are shared with the children and regularly throughout each unit of work tasks are set which are linked to the learning intentions. These tasks take a variety of styles, for example:

- Creative work
- Drama



# Cossington C.E. Primary School

*'Care, Significance, Purpose'*

- Writing
- Mind mapping
- Discussion

The children are encouraged to develop skills to enable them to assess their own progress in RE and to understand how to improve their RE work. It is expected that each teacher will be responsible for the regular assessment of his or her pupils through evaluating tasks. The class teacher will organise assessment tasks throughout the year which is an integral part of the teaching and learning cycle. The subject leader will monitor RE within the school through analysis of work sampling, observations, and planning scrutiny.

## Reporting to parents

On an annual basis, the school reports to parents on attainment and progress in RE based on teacher judgement.

## The right of withdrawal from RE

At Cossington Church of England Primary School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from Religious Education on the grounds of conscience. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Cossington Church of England School.

Subject Leader: Claire Nicholson

Date of policy review: January 2020



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To be reviewed: January 2022