

# CLYRO CHURCH IN WALES PRIMARY SCHOOL



## Policy for Religious Education

*"I have come in order that you might have life - life in all its fullness."  
John, Chapter 10, verse 10.*

### School Ethos

Church in Wales schools are designated through the Religious Character of Schools (Designation Procedure) 1998, as having a religious character. The following ethos statement has been adopted by all Church in Wales schools:

*"Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church in Wales and in partnership with the Church at parish and diocesan level. The school 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."*

Our ethos is to provide an environment in which all pupils are able to develop their full potential both academically and non-academically.

We provide a secure and caring atmosphere where children and adults have respect for each other. We seek to develop within the children a personal moral code, sensitive to the needs of others and grounded in the Christian tradition of the school's foundation. We nurture links between school, home, parish and local community to ensure that the school is regarded with pride.

Our teaching of Religious Education reflects the fact that the main religious tradition in Wales is Christian and we uphold strong links with the local church, whilst taking into account the teachings and practices of Judaism and Islam, other principal religions in Great Britain.

Pupils are introduced to a body of knowledge related to R.E. that enables them to understand the significance of religion and respond to it. This is vital if they are to become confident and competent members of society and able to form their own beliefs and values and respect those of others.

## **Legal Definition**

As a Voluntary Controlled school, the Religious Education provided follows the Church in Wales Religious Education Syllabus for Primary Schools. Legally, Christianity forms the major part in any religious programme. The Church in Wales' syllabus aims to give pupils an appreciation of Christian heritage in its differing forms and an awareness of two non-Christian faiths- Judaism and Islam.

Our definition of children's spiritual development is shown by:

- *beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible*
- *use of imagination and creativity in their learning*
- *willingness to reflect on their experiences.*

The development of pupil's spirituality is a strength of the school and developed by all staff as it encompasses all subjects, not just RE. Pupils are given the opportunity to ask questions and reflect. This ensures that spiritual development is both effective and thoughtful, enabling our pupils to leave our school as confident, well-rounded citizens, equipped for the future with the values and qualities for life.

## **Aims**

1. Develop pupils' knowledge, understanding and awareness of Christianity and its practice by the Anglican Church in Wales.
2. To contribute to the pupil's own spiritual development as each one searches for meaning and answers to life's ultimate questions.
3. To develop the pupil's ability to make reasoned and informed judgements about religious, spiritual and moral questions and apply these insights.
4. To enable pupils to appreciate and value the contribution of Christianity and the Church in Wales to the Welsh cultural heritage.
5. To acquire an appreciation of, and sensitivity towards other world faiths.
6. To foster a sense of respect, tolerance and empathy for the beliefs and practices of others.

## **The Content and Practice**

The teaching of Religious Education is based on the Church in Wales Primary School Syllabus. At Clyro Church in Wales Primary School our teaching focuses primarily on Christianity, precisely because we are a

Church in Wales (VC) School. We are supported by the local clergy, Rev. David Thomas and the Swansea and Brecon Diocesan Director of Education, Mr. John Meredith.

The teaching of RE in the Foundation Phase focuses on Christianity, Judaism and aspects of cultural diversity. Key Stage 2 study Christianity, Judaism and Islam. At both Key Stages aspects of other religions will be introduced where appropriate. The whole syllabus ensures progression and development from Foundation Phase through to Key stage 2. Learners are given the opportunity to engage in fundamental questions, explore religious beliefs, teachings and practices and express their personal responses through the six strands of study: Bible, Jesus, Church, Festivals, Christian Life and Values and Other faiths.

Staff are aware of the need to be vigilant of pupils' behaviour and views in light of the school's Preventing Radicalisation and Extremism policy.

R.E. is planned and taught discretely using the Swansea and Brecon R.E. Syllabus and Scheme for Primary Schools, with the national exemplar framework for Religious Education as guidance. The scheme provides a broad, balanced and progressive framework within which Religious Education will be developed. The scheme of work outlines the learning objectives, suggested skills activities, resources and strands for each year group. Planning incorporates differentiation and a range of appropriate teaching strategies.

Teachers use a variety of teaching strategies to ensure that lessons have pace and that the children are fully engaged e.g. practical investigations, discussions, video, stories, the use of artefacts, ICT, drama, music, etc. and periods of stillness and reflection. Interaction during the lessons will include teacher to class, paired work and group work. Topics and thematic approaches with other subjects in the curriculum are encouraged. The Values Education is closely linked to RE and PSHE. We have a value of the month, which is linked, to our Collective Worship and these Values are consolidated within lessons. Detailed weekly planning indicates the learning objectives, subject skills and activities to be covered each week. Plans are monitored by the SLT regularly.

### **Literacy and Numeracy Framework (LNF)**

At Clyro Church in Wales Primary School we are committed to raising the standards of literacy and numeracy of all our pupils so that they develop the ability to use these skills effectively in all areas of the curriculum and to cope with the demands of everyday life and lifelong learning. All

teachers try as far as is possible that every lesson taught at Clyro Church in Wales Primary School has a numeracy and/or literacy focus.

Developing literacy - through applying skills in reading (using various information resources), applying writing skills to communicate and give information and by applying oracy skills to communicate ideas, opinions, arguments and conclusions.

Developing numeracy - Learners develop their number skills across the curriculum by using mathematical information, calculating and interpreting and presenting findings.

In RE learners apply number skills in the classroom to measure, gather and analyse data. They use mathematical information to understand passage of time, distances travelled by looking at maps, and to apply mathematical reasoning to stories in the bible.

### **Skills and Learning across the Curriculum:**

#### **Developing Thinking**

Learners are encouraged to ask fundamental questions that are raised by human experience, the world and aspects of religion. They explore and make links between religious beliefs, teachings and practices that they study. They plan investigations by gathering and utilising a range of religious and non-religious sources and use these in making their personal responses. They use a range of critical and creative problem solving techniques to develop ideas and explore and challenge interpretations, preconceptions and possibilities. Pupil Voice is a strength of the school and the pupils are involved with many groups affecting change and improvement within the school. Pupils have been involved with RE monitoring in the form of "Listening to Learners" and work scrutinies, both with Governors and The Diocesan Director of Education.

#### **ICT and DCF**

Learners develop their ICT skills by creating, presenting, finding and developing information and ideas, by using a wide range of equipment and software to communicate ideas with increasing independence.

Pupils are given the opportunity to study the RE Curriculum through and supported by the teaching of the Digital Competency Framework (DCF).

#### **Curriculum Cymreig**

Pupils will be given opportunities, where appropriate in their study of RE, to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales

and to appreciate the significance, value and impact of the rich Christian heritage and dynamic multi-faith composition of Wales, past and present.

RE contributes to Curriculum Cymreig by the use of contexts that are relevant to the learners' lives in Wales. The unique 'Welshness' of our religious heritage will be conveyed to the pupils through:

\* Visits to religious sites in Wales (parish church, chapels, the Diocesan Cathedral).

- The use of the Church in Wales Liturgy.
- The Welsh language in worship and Bibles.
- The life and work of Celtic Saints.
- The early church in Wales, pilgrimage.

### **Additional Learning Needs**

At Clyro Church in Wales Primary School pupils with additional learning needs are integrated within the whole curriculum. For those pupils who may need the provision, the scheme of work may be adapted where necessary to enable individual pupils to progress and demonstrate achievement, on occasions with the support of an adult. All activities will be planned in such a way as to encourage full and active participation by all pupils irrespective of ability.

### **Equality of Opportunity**

Every effort is made to ensure that Religious Education activities are designed to allow full access for all pupils irrespective of gender or ethnicity. The content of RE in the school will be appropriate for all children irrespective of their religious and cultural background. They will be encouraged to show sensitivity and respect for different views and beliefs. All pupils in mainstream schools must be taught religious education unless their parents have requested their withdrawal from RE lessons.

Teachers will be sensitive to, and aware of, the distinctive needs of individual pupils. For learners working below the expected level, teachers should adapt the teaching style and differentiate accordingly. For more able and talented learners working at higher levels, teachers should use materials in ways that extend breadth and depth of study and provide the opportunities for independent learning.

***The Equalities Act 2010 - As a school we are committed to carrying out our statutory duties to actively support and ensure that all of the school community complies with the requirements of the new Act. We therefore:***

- Are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.
- More able children will be challenged and motivated by differentiated work given by the teacher appropriate to his or her needs.
- Teachers will also use questions that allow the more able child to maintain their involvement in the lesson and demonstrate their knowledge and abilities.
- Most RE lessons are appropriate for all children since the teacher will differentiate as necessary for those children with additional learning needs. A pupil whose difficulties are severe or complex may need to be supported by a teaching assistant in addition to appropriately differentiated tasks given by the teacher.

## **PSE**

Learners develop understanding of and respect for various world religions and explore how religion impacts on decisions made and life styles adopted by individuals and societies around the world. They are encouraged to question the values and aspirations of their own lives, the lives of others and of society. They are introduced to values and aspirations such as equality, justice, responsibility, peace, morality and such things as social action, sustainability and global citizenship.

## **Marking**

All work is marked in line with the school's Marking policy. Wherever possible, feedback and marking takes place with the child and is shared immediately. We, as a school, have developed our own range of meaningful strategies in order to help a child to move on with their learning by acknowledging what went well and giving areas for improvement. This is done through verbal feedback; written feedback in the form of a star with either a wish (next step in learning)/challenge/question comment, either written or maybe in the form of a sticker; and AFL Strategies of both self and peer-assessment which the children use to indicate how they feel about their learning, informing their next steps.

## **Assessment, Recording and Reporting**

Assessment is in line with the school's Assessment policy and Monitoring Schedule for the academic year. It is expected that teachers will be responsible for the regular assessment of their pupils through marking work and to use this to inform future short term planning.

All parents receive an Annual Report at the end of each academic year, which contains details of achievement in this subject with an indication of attainment and effort.

- RE Subject leader: Mrs. Sarah Groves
- Link Governor for RE: Rev. David Thomas
- Foundation Governor: Mrs. Lynette Gallagher

**Reviewed by Staff and Governors Summer 2018** - To be reviewed in 2 years.

**Signed:** ..... (Chair of Governors)

..... (Head Teacher)