

NANTWICH PRIMARY ACADEMY and NURSERY

PRINCIPAL – SUE SPENCE

RE Policy Statement



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1. INTENT

NPA's Religious Education is designed to have a significant role in pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry-based approach where they can develop an understanding and appreciation of the expression of beliefs, cultural practices and influence of the principal religions and worldviews in the local, national and wider global community.

We encourage pupils to learn about religious and non-religious worldviews in order to discover, explore and consider different answers to these questions. They will learn to interpret, analyse, evaluate and critically respond to the claims that religious and non-religious worldviews make. Pupils will learn to express their insights and to agree or disagree respectfully.

At NPA, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral social and cultural development.

2. IMPLEMENTATION

A whole school approach is essential in ensuring progression and depth of experience as many aspects of school life influence pupils' personal and social development.

Throughout their time in school, our children learn about many religions, beliefs and significant individuals and understand how these shaped the past and religious communities today. Our children have a clear understanding of where they come from and the growing multi-faith of our school and locality. We have links in the local area which we use to enhance learning, making it come to life.

Our curriculum is enriched by visits to local significant places of worship such as St. Mary's Church, which helps bring faith to life. The children also have experiences with visitors coming into the classroom bringing their way of life with them. Our children have opportunities to study religious artefacts and use various sources which help them raise questions and form opinions about faith, the world and theological meaning whilst developing their enquiry skills via the Cheshire Agreed Syllabus.

The Cheshire Agreed Syllabus for Religious Education and in turn NPA:

- offers opportunities for personal reflection and pupils' spiritual, moral, social and cultural development as it encourages pupils to examine the significance of their learning in relation to themselves and others.
- enables pupils to explore their own beliefs (whether they are religious or not), ideas, feelings, experiences and values in the light of what they learn.
- encourages empathy and respect.
- enables pupils to develop their own sense of identity and belonging.
- promotes respect for the right of others to hold different beliefs, values and ideas.
- develops an aptitude for dialogue so that they can participate positively in our society with its diverse religious and non-religious worldviews.

- enables pupils to have a nuanced and informed understanding of political, social and moral issues that they will need to face as they grow up in an increasingly globalised world.
- helps pupils deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes and prejudice.

As such Religious Education at NPA is central to good local, national and global citizenship. It makes a significant contribution to the active promotion of mutual respect and tolerance of others' faiths and beliefs, a fundamental British Values. It prepares pupils for life in modern Britain.

Cheshire SACRE continues to work with teachers in improving the quality of teaching and learning of RE by providing training, and publishing updated schemes of work and materials and guidance to develop and support SMSC, Assessment for Learning and effective teaching and learning strategies.

3. IMPACT

At NPA, we seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.

Regular assemblies and celebrations of religious and non-religious festivals and events, implemented alongside R.E. lessons, help to celebrate the diversity of the wider community in Cheshire, including their beliefs, traditions, culture, language and history.

4. CULTURAL CAPITAL

Our RE curriculum is designed to equip children with the knowledge and cultural capital to succeed in life. It provides children with essential knowledge about world religions and different communities so that they are well-informed citizens ready for the real world.

Our curriculum cover religious and non-religious views that allow children to broaden their learning about different communities beyond their own developing their critical and reflective thinking which will support them in discovering their own journey of purpose and meaning in the future.

5. AMBITIOUS CURRICULUM

At our primary school, our RE curriculum plays a vital role in pupils' spiritual, moral, social, and cultural development. We promote respect, open-mindedness, and self-awareness by engaging pupils in an enquiry-based approach to understanding the expression of beliefs, cultural practices, and the influence of various religions and worldviews. Our curriculum encourages pupils to learn about and analyse religious and non-religious perspectives, fostering dialogue, empathy, and respect for differing beliefs. By providing an exciting and positive learning environment, we enable children to explore their own beliefs, develop a sense of identity, and participate actively in our diverse society. Enriched by local visits and interactions with significant places of worship, our RE curriculum equips children with the cultural capital to succeed in life and to become well-informed, critical, and reflective citizens.

APPENDIX ONE - PROGRESSION MAP