



C of E Primary School

Religious Education Policy **January 2011**

Introduction

The teaching of RE allows children both to learn about religious faiths and to reflect on what the religious ideas and concepts mean to them. Our teaching of RE reflects the school's values of **C**are, **A**chievement, **R**espect and **E**njoyment (CARE) and enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. The RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

As a Church of England Aided School we aim to promote a Christian foundation and ethos that underpins our framework for education and all aspects of school life. Christian values and ethics form the basis of our code of behaviour, whereby adults and children alike are expected to be honest, truthful, kind, helpful and considerate towards the feelings of others.

How Religious Education supports our School Aims

RE enables children to develop values and attitudes that support our school aims by;

- Developing an understanding of the meaning of faith
- Exploring issues within and between faiths to help pupils understand and respect different religious beliefs, values and traditions
- Considering questions of meaning and purpose in life from beginning to end
- Learning about religious and ethical teaching, enabling them to make reasoned judgements on religious and moral issues
- Developing their sense of identity and belonging, preparing them for life as citizens
- Reflecting on, analysing and evaluating beliefs, values and practices and communicating their responses.

Children work both independently, (encouraging them to be independent learners) and with others, listening to others' ideas and treating these with respect. They take pride in, and celebrate their achievements and the achievements of others by

reviewing their work, experiences and knowledge, and recognising the progress made in reaching that result.

The subject enables children to develop a respect for each other, to develop their own cultural awareness and understanding, and appreciate the value of differences and similarities. They develop an understanding that all people are entitled to equal treatment regardless of age, religion, race, gender or ability.

Teaching

Planning

The school's Scheme of Work is based upon the Guildford Diocesan Religious Education Guidelines with reference to the LA Guidelines. Through this framework children are introduced to Religious Education in a way which aims to develop their spiritual and moral awareness, teaches them about religious faith and practice and helps them to understand the meaning and purpose of life.

In addition to Christianity, the children study other world faiths, such as Judaism and Islam at Key Stage 1 and Year 3 and Hinduism at Year 4.

Progression in Religious Education

We plan our RE curriculum in accordance with Guildford Diocesan Agreed Syllabus. We ensure that the topics studied in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

In Reception classes, RE is an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage, we relate the Religious Education aspects of the children's work to the objectives set out in one of the six Early Learning Goals entitled 'Personal, Social and Emotional Development'.

Assessment

- Through written work, discussion, creative and practical activities, teachers assess what the children know and understand.
- We do not judge a child on his or her personal beliefs (Luke 6:37)
- Children's work is collected in folders over each year

The Learning Environment

Children learn best when we provide the following opportunities:-

- To visit places of Christian worship
- To handle religious artefacts from the Christian, Jewish, Muslim and Hindu faiths
- To learn from visitors to school such as local vicars, Sunday School teachers, a representative from a synagogue, mosque or temple
- ICT is used as an integral resource e.g. a virtual tour of a place of worship

- To record their learning in a variety of forms e.g. writing, drawing, painting, use of the computer or photography. There may be times when children do not record their work because it is the practical experience e.g. dance, drama or discussion that is most important

Resources

- A selection of books and resources suitable for various aspects of RE is available in the school library and central resource area in the hall
- The children are able to visit local churches to use the building as a resource
- The vicar or a member of our churches is able to speak about the building and its contents, the uses of the building and its history
- We have access to resources at the Diocesan Resources Centre at Guildford Cathedral and the Dorking Christian Centre

Cross Curricular Opportunities and Links

Literacy

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English Lessons have religious themes or content, which encourages discussion and dramatic presentation.

Information and Communication Technology (ICT)

We use ICT where appropriate in RE. The children find, select and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

Personal, Social and Health Education (PSHE) and Citizenship

Through our RE lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of such PSHE topics as smoking, drugs and health education.

We promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, Moral, Social and Cultural Development

Through teaching RE in our school we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life.

We help them to recognise the difference between right and wrong through the study of moral and ethical questions.

We enhance their social development by helping them to build a sense of identity in a multicultural society.

Children explore issues of religious faith and values and, in so doing they develop their knowledge and understanding of the cultural context of their own lives.

Equal Opportunities and Special Educational Needs

We believe that it is important for all children to experience a rich and varied RE Curriculum.

We will use opportunities within RE to challenge stereotypes and recognise the fact that all classes in our school have children of widely differing abilities and that some children may have different experiences of religion.

Suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child and by providing a wide range of activities to address all learning styles.

We use teaching assistants to support the work of individuals or groups of children where relevant and available.

Health and Safety

Where children are to participate in activities outside the classroom, for example visits, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Legal Requirements

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the school governors. Our school RE curriculum meets all the requirements set out in the Guildford Agreed Syllabus document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions.

Children in KS1 spend a minimum of 36 hours and KS2 children 45 hours on R.E. per year, as recommended by Dearing. This does not include collective worship.

Role of the Subject Leader

- To lead the development of RE in the school
- To provide guidance to individual members of staff

- To keep up to date with local, diocesan and national developments in RE and disseminate relevant information.
- To review the position and use of RE resources and regularly update staff on new resources, ideas, materials etc.
- To review and monitor the success and progress of the planned units of work
- To be responsible for the organisation and maintenance of RE resources.

Monitoring and Review

This RE Policy will be monitored and reviewed as outlined in the School Development Plan, unless County or DfE initiatives necessitate it to be done earlier. Governors will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.