



Religious Education Policy

ST Faiths' VC C of E Primary School

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Aims and objectives

1.1

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At St Faiths' VC C of E Primary School we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school.

Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

1.2

The aims of religious education are to help children:

-  develop an awareness of spiritual and moral issues in life experiences;
-  develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
-  develop an understanding of what it means to be committed to a religious tradition;
-  be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
-  develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
-  develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
-  have respect for other peoples' views and to celebrate the diversity in society.

2 The legal position of religious education

2.1

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children. ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school.

The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Norfolk Locally Agreed Syllabus and it meets all the requirements set out in that 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.

3 Teaching and learning style

3.1

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching 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.

3.2

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. The curriculum is enquiry based. We use

their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

3.3

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. All units are based on a 'big question.' Children may prepare presentations and share these with other members of the school community and beyond.

3.4

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- ✚ developing enquiries which are open-ended and can have a variety of responses;
- ✚ exploring concepts in depth enabling a range of approaches providing resources of different complexity, adapted to the ability of the child;
- ✚ where possible using classroom assistants to support the work of individuals or groups of children.

4 Curriculum planning in religious education

4.1

We plan our religious education curriculum in accordance with the Norfolk LEA's 2012 Revised Agreed Syllabus. We ensure that the topics studied in religious education 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 and understanding as they move through the school.

4.2

We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term. The RE Religious Education (RE) Policy subject leader works out this plan in conjunction with teaching colleagues in each year group.

4.3

Our medium-term plans give details of each unit of work for each term. The RE subject leader supports staff with the plans and reviews these plans on a regular basis. The RE subject leader is supported by the Head of School.

4.4

The plans list the specific learning objectives for each lesson, whilst being open to children's questioning. S/he keeps these individual plans and often discusses them on an informal basis with the RE subject leader and RE support teacher.

5 Contribution of religious education to the teaching of other subjects

5.1

English

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 the English lessons and guided reading have religious themes or content, which encourages discussion,

and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

5.2

Personal, social and health education (PSHE) and citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also 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.

5.3

Spiritual, moral, social and cultural development

Through teaching religious education 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.

6

Teaching religious education to children with special educational needs

At our school we teach religious education to all children, whatever their ability. Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7

Assessment and recording

7.1 We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to age related expectations.

We record the attainment and progress and use this as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.

8 Resources

8.1

We have sufficient resources in our partnership of schools to be able to teach all our religious education teaching units. We continue to develop and acquire resources for religious education for each unit of work. There are several sets of bibles and a collection of religious artefacts which we use to enrich teaching in religious education.

The school library has a good supply of RE topic books and computer software and the school has flood wireless and a number of laptops, desktop computers and iPads across the school to support the children's individual research.

9

Monitoring and review

9.1

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. She is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. She uses some of her PPA time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.