

# RELIGIOUS EDUCATION POLICY (R.E.)

## INTRODUCTION

Religious education is a legal requirement for every pupil and forms part of the basic curriculum as set down in the 1998 Education Act. Its place in the curriculum is an acknowledgement of the fact that religious beliefs and practices play an important part in the lives of many people worldwide, and have done so throughout history. Christianity will form the majority study in all church schools. An understanding of religion can help children develop a better appreciation of themselves, the people around them and the world in which they live.

## SCHOOL AIMS AND OBJECTIVES

The school follows the aims and objectives set out in the West Sussex Agreed Syllabus which is supported by 'RE Guidelines for Church of England Aided Schools' published by the Diocese of Chichester. The school also uses the 'Understanding Christianity' resources and materials.

### Aims

To teach religious education so that children:-

- experience a coherent, progressive and challenging approach to teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world.
- acquire a knowledge of understanding of the origins, content and development of the Christian religion and other religions, their traditions and beliefs;
- understand the importance of religious experience and recognise the ways by which these experiences have been interpreted and expressed through a variety of religious traditions;
- appreciate the contribution that religious and spiritual ideas and concepts can make to their personal search for meaning and purpose in life, enabling them to develop their own spiritual values;
- look beyond self and recognise the contribution of religion in the establishment of relationships and responsibilities in the family, among friends, in schools, the community and the world at large;
- explore the consequences of religious belief and experience in the development of personal attitudes.
- encounter Christianity as the religion that shaped British culture and heritage
- develop their own spirituality / philosophical conviction's and enrich their own faith and beliefs.
- develop their understanding to think theologically and engage in theological enquiry as part of their learning.

### Objectives

#### Key Stage 1

To enable pupils:

- (a) to become increasingly aware of the significance of religious ideas and experiences by means of stories, drama, ritual and worship with emphasis on the Christian tradition;
- (b) to use and experience the creative arts in the exploration and communication of religious thoughts and feelings;
- (c) to develop religious insight and moral and spiritual values by encouraging sensitivity towards other people and a capacity to form relationships based upon love, sympathy, forgiveness and consideration;
- (d) to begin to enhance and clarify their own ideas about religion by developing

self-expression, confidence and an enquiring and reflective attitude towards the rich variety and complexity of creation.

### Key Stage 2

To enable pupils:

- (e) to acquire a more coherent knowledge of the life and teaching of Jesus;
- (f) to understand the structure of the Bible and obtain a basic knowledge of its key personalities and stories;
- (g) to explore the nature of Christian worship and the use of signs and symbols in expressing religious feelings and beliefs;
- (h) to become familiar with different ways of communicating and interpreting religious experience;
- (i) to become aware of the importance of the spiritual dimension in their own experience and in the experiences of other individuals and communities;
- (j) to acquire a basic understanding of the place of religion in the world and its relevance to personal, social and moral issues.

### **CURRICULUM**

R.E. is primarily educating children about religion and for them to learn from religion. It is not concerned with inducting them in a particular faith; this is the responsibility of the family or the faith community. Pupils will learn about Christianity, as the main religious tradition in this country, but also about the teaching and practices of some of the other principal world religions represented in this country. The long term overview and medium term plan is considered carefully within the mixed age classes and there is a three year curriculum plan in place.

### Curriculum Organisation

Religious Education is taught through a combination of classroom work and work linked to assemblies. This work is co-ordinated to ensure the highest quality of learning experiences for the pupils and to cover the requirements of the West Sussex Agreed Syllabus and the guidelines provided by the Diocese of Chichester.

The curriculum is planned to deliver R.E. through a combination of methods;

- (i) Religious education is taught mainly through weekly lessons. However it can be 'blocked into themed days or weeks and opportunities arise in all areas of the curriculum. The R.E. units of work are linked with cross-curricular school topics whenever possible;
- (ii) The opportunity is taken to deliver identified areas of R.E. through the collective worship programme. The work is carefully planned and followed up in class when appropriate;
- (iii) R.E. is found at different times of the year covering Christmas, Easter, Harvest, Advent, Shrove Tuesday and other significant festivals.

The school is following the Understanding Christianity programme and resources. RE is a core subject.

### Curriculum time

The School gives between 5% and 10% of curriculum time to religious education in line with the recommendations of the West Sussex Agreed Syllabus. It is anticipated that the actual amount of time given each week will vary.

### Resources and training

Training for the Understanding Christianity materials is underway and the RE subject leader attends relevant CPD and network meetings.

### Assessment, recording and reporting

Teachers use a variety of means of assessing pupils' work in line with the whole school assessment policy and the requirements of the Agreed Syllabus. This will include:

- the regular reviewing of pupils' work;
- observing the work of groups and individuals and recording the outcomes;
- marking which is developmental and relevant to the subject matter and involves pupils. Written outcomes form part of the moderation process
- any relevant targets set with the children
- consistency in the quality of planning, teaching and assessing
- a cycle of analysing and evaluating the teaching and learning of RE

Pupils' achievement in religious education is reported in the annual report to parents and should be in line with other core subjects.

### Equal Opportunities

The school equal opportunities policy is used throughout the curriculum and must be adhered to at all times. In addition it is important in religious education to ensure the work being covered is appropriate to pupils who come from any religious background or none.

### Early Years Foundation Stage

All registered pupils in schools must be taught religious education. From the time the pupil enters Reception, religious education complies with the syllabus agreed by the governors.

### Promoting Pupils' Spiritual, Moral, Social and Cultural Development

*Spiritual development*, through helping pupils to consider and respond to questions of meaning and purpose in life, and questions about the nature and values in human society;

*Moral development*, through helping pupils to consider and respond to areas of morality using their knowledge and understanding, or religious and ethical teachings. This enables them to make reasoned and informed judgements on religious and moral issues;

*Social development*, through helping pupils to develop their sense of identity and belonging, preparing them for life as citizens in a plural society;

*Cultural development*, through fostering pupils' awareness and understanding of a range of beliefs, practices and values in their own society, and in the wider world. Pupils explore within and between faiths, developing their understanding of the cultural contexts within which they live

### Co-ordination

The RE subject leader is responsible for:

- devising and maintaining the scheme of work;
- supporting teachers in their medium and short term planning;
- attending or facilitating relevant CPD for staff;
- managing the resources for religious education;

## SHIPLEY CE PRIMARY SCHOOL

- co-ordinating the links with the local church;
- conducting an annual review of R.E, including the pupil questionnaire
- monitoring and evaluating the teaching and learning of R.E. (with SLT and Governors)

### Role of Governors

The governors of have responsibility for RE and promotion of the Christian ethos of the school. They oversee the formation, delivery, monitoring and assessment of the agreed RE syllabus and provide an important link to the community. The Ethos and Worship Committee, as part of the teaching, learning and Standards Committee meet on a regular basis and have input into the SIAMS self- evaluation process.

### Withdrawal

When parents request that their child be withdrawn from religious education, they are contacted by the headteacher to clarify the beliefs and practices from which they wish their child to be excluded. Any pupils withdrawn will have appropriate alternative work set and adequate supervision is in place.

### **RESOURCES**

Books, artefacts and other resources for classroom use are available from the R.E. boxes. A good range of R.E. books can be found in the library. All children are given a Bible in Year 6. The Understanding Christianity resources are held in Sycamores class.

Further resources can be borrowed from the Schools Library Service or through the County R.E. loan collection (see catalogue in the staffroom cupboard) or The Diocesan Education Schools Team on request.

### **COMMUNITY**

The school has excellent links with St Mary's Church, Shipley and the Church supports the school. The church is used for special occasions and to support many areas of the curriculum.

A range of special occasions are planned throughout the year to which parents and friends are invited, for example, the Christmas Production, Christingle Service, the Harvest Festival and the Leavers' Service.

This policy should be taken in conjunction with:

- Behaviour policy
- Collective worship policy
- PSHE policy
- SMSC policy