



## Staplegrove C of E Primary School

### Religious Education Policy

This policy should be taken and used as part of Staplegrove Church of England schools overall strategy, and implemented within the context of our vision, instrument of governance and values as a Church of England School.

It is a statement of the aims, principles and strategies for the teaching and learning of Religious Education. It has been developed through a process of consultation with teaching staff and governors.

#### The Legal Requirement.

The Education Act 1966 (as confirmed and updated by the Education Act 2002 and the Schools Standards and Framework Act 1998) requires that:

- ❑ Religious Education should be provide for all pupils in full-time education except for those withdrawn at the request of their parents (s352.1a)
- ❑ Religious Education should be taught in voluntary controlled schools in accordance with the agreed syllabus (s376-377)
- ❑ As part of the curriculum, Religious Education should play its part in promoting the 'spiritual, moral, cultural, mental and physical development of pupils' (s351.1a).
- ❑ An agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principle religions represented in Great Britain' (375.3).

At Staplegrove C of E Primary we aim to:

- ❑ Admire the wonders of God's world, together
- ❑ Inspire a love of lifelong learning in everybody
- ❑ Make a welcoming and exciting place for everybody
- ❑ Share and care for everybody in it

## Rationale

Religious Education is a body of knowledge which involves the exploration of fundamental questions concerning human experience and spirituality, and the attribution of meaning to such experience within personal belief and religious tradition.

## The Aims of Religious Education

The following aims of religious education reflect a broad consensus about the subject's rationale and purpose. Religious education should help pupils to:

- ❑ acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- ❑ develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and culture;
- ❑ develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain;
- ❑ enhance their spiritual, moral, cultural and social development by:
  - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
  - responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience
  - reflecting on their own beliefs, values and experiences in the light of their study;
- ❑ develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

## Time Allocation

Key Stage 1 – 36 hours per year

Key Stage 2 – 45 hours per year

## Skills in Religious Education

The following skills are central to religious education, and should be reflected in learning opportunities:

a) **Investigation** - this includes:

- asking relevant questions;
- knowing how to use a variety of sources in order to gather information;
- knowing what may count as good evidence in understanding religion(s).

b) **Interpretation** - this includes:

- the ability to draw meaning from artefacts, works of art, poetry and symbolism;
- the ability to interpret religious language;
- the ability to suggest meanings of religious texts.

c) **Reflection** - this includes:

- the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.

d) **Empathy** - this includes:

- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- the ability to see the world through the eyes of others, and to see issues from their point of view.

e) **Evaluation** - this includes:

- the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;
  - weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

f) **Analysis** - this includes:

- distinguishing between opinion, belief and fact;

- ❑ recognising bias, caricature, prejudice and stereotyping;
- ❑ distinguishing between the features of different religions.

g) **Synthesis** - this includes:

- ❑ linking significant features of religion(s) together in a coherent pattern;
- ❑ connecting different aspects of life into a meaningful whole.

h) **Application** - this includes:

- ❑ making links between religion and individual, community, national and international life;
- ❑ identifying key religious values and their links with secular values.

i) **Expression** - this includes:

- ❑ the ability to articulate ideas, beliefs and values;
- ❑ the ability to respond to religious ideas, beliefs and questions through a variety of media.

j) **Self-understanding** - this includes:

- ❑ the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

## Planning

### RE Coverage of Study Units at KS1

Foundation	Unit 1	Ourselves
	Unit 2	Festivals and Celebrations
	Unit 9	The Life of Jesus
Year 1	Unit 5	Milestones in Family Life
	Unit 7	Special Places
	Unit 8	The World Around Us
Year 2	Unit 3	Special Books
	Unit 4	Friends, Family and Community
	Unit 6	Rules and Choices

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## RE Coverage of Study Units at KS2

Year 3	Unit 1	Ourselves
	Unit 2	What's it like to be a Christian? The life and teaching of Jesus
	Unit 5	Journeys
Year 4	Unit 10	What's it like to be a Hindu?
	Unit 9	Life Stories
	Unit 6	Barriers and Bridges
Year 5	Unit 3	Writings
	Unit 11	What's it like to be a Muslim?
	Unit 7	Expressions of Belief
Year 6	Unit 4	What's it like to be a Christian- Belonging , Belief and Identity
	Unit 8	Questions and Mysteries
	Unit 12	What's it like to be a Jew?

## PRINCIPLES OF THE TEACHING AND LEARNING OF RELIGIOUS EDUCATION

### Breadth and Balance

Pupils will be engaged in a variety of activities which will be structured to allow opportunity for reflection, exploration of beliefs and values, questioning and enquiry, investigation and personal response. This will be reflected in appropriate teaching and learning styles. Content will be selected and planned to ensure coverage of aspects of Christianity and other major religions. Cross Curricular Skills and Themes

Religious Education has a fundamental part to play in promoting the spiritual, moral, cultural and social development of pupils and preparing them for the opportunities, responsibilities and experiences of life. It makes a clear contribution to Personal and Social Education and often provides a natural focus for the cross-curricular issues of Equal Opportunities, Multicultural Education, and Citizenship.

### Continuity and Progression

The school will use specific units of the agreed syllabus to ensure that skills, knowledge, attitudes and key concepts are identified, consolidated and developed through the school.

## STRATEGIES FOR THE TEACHING OF RELIGIOUS EDUCATION

The agreed Syllabus, Awareness, Mystery and Value, will be used in the school.

**INCLUSION:** providing effective learning opportunities for all pupils.

A broad and balanced curriculum will be provided for ALL children through setting suitable learning challenges and responding to pupils' individual needs. Communication with the SEN Co-ordinator facilitates this provision.

## ASSESSMENT

Assessment will be built into teaching. Each teacher will use their assessments of the children to plan appropriate work and ensure progression for each child. Evidence for recording and reporting purposes is gained from teacher observations and end results.

**RESOURCES:** Resource boxes are stored in the RE cupboard

Resources will be reviewed annually and any needs identified. Further resources may then be purchased, as and when the school budget allows. Resources can be loaned termly from the Resources Centre at the Old Deanery, Wells.

## USE OF INFORMATION AND COMMUNICATION TECHNOLOGY

Pupils will be given opportunity to apply and develop their ICT capabilities through the use of ICT tools to support their learning. [school.somerset.gov.uk/sacre](http://school.somerset.gov.uk/sacre) provides a link to Awareness, Mystery and Values.

## SUBJECT CO-ORDINATION

The co-ordinator will keep a file which contains up-to-date policies, SIAS evaluation forms, records of planning and work scrutiny. The co-ordinator is responsible for maintaining and up-dating resources. They will disseminate information from the diocese and SACRE.

## VISITS AND VISITORS

Visits and visitors may be used where appropriate to enhance the teaching of Religious Education. The Education Visits Policy contains guidance to the staff organising visits. The Parish Church is a rich resource for teaching RE and the history of Staplegrove.

## PARENTS

The right to withdraw children from RE is in the school prospectus.

## GOVERNORS

Under the OFSTED inspection system, governors' duties in relation to RE and collective worship are noted in Part C of the school self-evaluation form. This refers to a school's level of compliance with statutory requirements. Governors have a responsibility, together with headteachers, to ensure that:

- ❑ the school provides teaching of religious education for all learners in accordance with the agreed syllabus or otherwise has told the parents of the right to withdraw their children;
- ❑ the school provides a daily act of collective worship for all learners and has told the parents of the right to withdraw their children;
- ❑ RE is given specific curriculum time in order to meet the requirements of the appropriate agreed syllabus.

Signed: ..... Headteacher

Signed: ..... Chair of Governors

Date: .....