

Weobley Primary School



A Whole School Policy For Religious Education

Policy Reviewed	
Date	By whom
Jan 2007	SO'Neil
July 2010	SO'Neil
Oct 2012	SO'Neil
Sep 2013	SO'Neil
Oct 2014	SO'Neil
Jan 2016	SO'Neil

Religious Education Policy

1 Religious Education makes an important contribution to pupils' development by increasing their knowledge, understanding of and ability to respond to Christianity and the other principal religions represented in Great Britain. It develops their awareness and understanding of the influence and importance of religion, beliefs, values and traditions on individuals, societies, communities and cultures. Pupils will draw on their own personal experiences and their own understanding of ethical teaching to make reasoned and informed judgements on religious and moral issues.

2 Entitlement

- i) As required by law, we provide RE for all registered children, including those in reception, except for those withdrawn at the request of their parents (s 71 SSFA 1998), in accordance with the Herefordshire Agreed Syllabus for Religious Education (2015-2020).
- ii) In order to meet the requirements of the syllabus we devote an average of no less than one hour a week of curriculum time for RE. This is in addition to the time allocated to Collective Worship.

3 Aims

In keeping with the aims of Herefordshire Agreed Syllabus (2015-20) we believe that the aims of RE should be:

Principal aim:

- i) To engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.

Broader goals:

- ii) To provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- iii) To develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- iv) To enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- v) To enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- vi) To encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

4 Attainment targets

The two attainment targets in the Herefordshire Agreed Syllabus are:

i) Learning about religions and beliefs

Pupils' knowledge, skills and understanding in relation to:

- (a) Religious beliefs, teachings and sources
- (b) Practices and ways of life
- (c) Expressing meaning

ii) Learning from religion and beliefs

How pupils express their own responses and insights in relation to questions and issues of:

- (a) Identity, diversity and belonging
- (b) Meaning, purpose & truth
- (c) Values & commitments

iii) The first refers to knowledge and understanding of religions. The second makes this knowledge relevant to children and encourages them to think for themselves.

5 The Contribution of RE to pupils' personal (spiritual, moral, social and cultural) development

- i) Religious Education has a particular contribution to pupils' personal development due to both the subject matter and the approach taken to this subject in the school. We actively plan to provide opportunities for development of these aspects in pupils' work.
- ii) Pupil's spiritual development is encouraged through providing opportunities for pupils to explore religious ideas and questions about living, reflecting on them for themselves.
- iii) They are encouraged to develop morally by considering religious codes of conduct and discussing moral values.
- iv) They explore the social aspects of religion such as religious lifestyles, communities and festivals, and also how religious beliefs can inspire social action. We encourage pupils to listen to each other and respect people whose ideas and beliefs are different to our own.
- v) Cultural development is promoted by an emphasis on Christianity, which has influenced British art, music and literature over the centuries, exploring also the impact of Christianity in other cultures. Our pupils are also encouraged to appreciate the diversity and richness of other cultures by studying some of the principal religions of Great Britain.

6 RE, PSHE and citizenship: We also recognize that work planned to meet the statutory RE objectives does, from time to time, provide opportunities for us to meet some of the non-statutory PSHE objectives e.g. enabling pupils to reflect on and express their views and values; encouraging a sense of self-worth and respect for others; developing understanding of other people's feelings; learning about the values and customs of others. We aim to use such opportunities to assist pupils' developments in both RE and PSHE.

7 Approaches to learning in RE

- i) Herefordshire agreed syllabus encourages a range of pedagogies, which combine excellent teaching and learning to make RE lessons dynamic and challenging for all pupils. Approaches to teaching and learning in RE include: a phenomenological

approach, a humanising approach, a conceptual approach, an interpretative approach, an experiential approach and a world views approach.

8 Content

The content will be as described in the Herefordshire Agreed Syllabus (2015-20). With regard to the balance between Christianity and other faiths, the legal requirement of the Education Act 1996 is that an agreed syllabus must: 'reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' [1996 Ch 56 Section 375 (3)]

- i) Reception: Teaching will be predominantly about Christians with aspects of other religions.
- ii) KS1: Teaching will be about Christian, Jewish and Muslim people.
- iii) KS2: Teaching will be about Christian, Jewish, Muslim, Hindu, Sikh and non - religious people (Humanists).
- iv) In addition, teaching will take into account the beliefs, viewpoints and experiences of children and their families, in an age appropriate manner.

9 Methodology

We aim to use a variety of active teaching and learning strategies in RE. For the very young this will be achieved by respecting their natural ways of learning through sense experience, exploration, conversation and play. Older children will investigate, discuss, evaluate and explore through a variety of active learning strategies such as drama, role play, freeze frame; interpretation of posters, pictures, artefacts; use of ICT, video, display and participation in visits and talking with visitors. We encourage cross curricular work. This is in line with school policy and the development plan focus on teaching and learning.

- i) Children will be given opportunities to develop a range of skills through RE, depending on their age, including the ability to: investigate, interpret, reflect, evaluate, empathise, analyse, synthesise, apply, express and discern.
- ii) Children will be encouraged to develop positive attitudes to learning through RE, including: self-awareness, respect for all, open-mindedness, appreciation and wonder.

10 Assessment

We plan work and set tasks which are matched against the expectations in the Agreed Syllabus to ensure that we are enabling pupils to make progress appropriate to their age and ability. We report on progress to parents on an annual basis, making specific and accurate comments based on assessment of achievement against the intended learning outcomes identified in lesson and unit plans by a combination of observations, marking and specific assessment tasks. We value and plan activities designed to engage pupils in reflection on their own beliefs and values, but do not attempt to assess such aspects of pupil's learning.

11 Equal Opportunities

We value the opinions, beliefs and practices of all, and handle sensitively minority groups and/or opinions. Whole school policy on Special Educational Needs applies to RE.

12 Withdrawal

Parents have the right to withdraw their children from all or part of RE, but we would encourage them to discuss this with the head teacher before making a final decision.

13 Role of the Co-ordinator

It is the role of the co-ordinator to:

- i) Manage the R.E. budget and update resources
- ii) Review policies and schemes of work
- iii) Monitor planning and teaching across the school
- iv) Collect and record evidence of achievement across the school

Mrs Sarah O'Neil

Religious Education Co-ordinator