

Religious Education Policy



Created and agreed: December 2010

Reviewed & updated - September 2014

Review Date: September 2017

Values Statement

At Deal Parochial Primary School the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self-worth; providing guidance through the loving example of Jesus Christ.

Introduction

As a Voluntary Aided Church of England school, Religious Education (RE) is determined by the Governing Body, which is responsible for fulfilling the school's Trust Deed and all other legal requirements. Our Governing Body has adopted the Kent Agreed Syllabus for Religious Education (REAct 2007) and has decided to deliver this through the Canterbury Diocesan Scheme of Work (Revised July 2014). This includes aspects of Christianity appropriate to Primary Schools, as found in the Church of England's report on RE: 'Excellence and Distinctiveness' (2005).

Time Allocation

The Kent Agreed Syllabus requires a minimum 5% curriculum time for RE (REAct Syllabus p7), which amounts to one hour a week at Key Stage One and 1.25 hours at Key Stage Two. (This is in addition to time for worship.) Teachers may choose either to fulfil this requirement on a weekly basis or over a block period (2 days) during the term. As a Church school, where RE is treated as a core subject, we make sure that this is fulfilled.

Aims and Principles

RE has a particular contribution to make towards the spiritual, moral, social and cultural education of each pupil. It involves Learning About Religion i.e. understanding what religious people believe and do, and how they express themselves (Attainment Target 1); and also Learning From Religion i.e. making sense of who we are, of life, and of right and wrong (Attainment Target 2).

The purpose of teaching Religious Education in school is:-

- To show children that Christianity is about following the living God, Father, Son and Holy Spirit and is relevant to their daily lives.

- To extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

We aim through our teaching:-

- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.
- Through study of major world religions to encourage an understanding and appreciation of the rich diversity of religious belief and practice in society today.

We aim to encourage children in our school:-

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences.
- To develop respect for other people, their beliefs and their lifestyles.
- To develop an enquiring attitude towards religion and to explore activities of prayer and worship.

RE Syllabus and Links with other Subjects

RE is taught from Reception and is linked to the Foundation Stage curriculum through the Early Learning Goals. Christianity is the main religion taught at this early stage, with other religions drawn on as appropriate. They are taught through 'special' themes eg. Special People, Special Places, Special Objects.

At Key Stage One, RE is predominantly about Christianity, with 2 of the 12 units on Judaism and 2 on Hinduism.

At Lower Key Stage Two, RE is also predominantly about Christianity, with 2 of the 12 units on Judaism and 2 on Islam.

At Upper Key Stage Two, half of the syllabus covers Christianity, with 2 of the 12 units on Judaism, 1 on Islam and 2 on Sikhism. Sikhism is taught in Year 6 as a transition to Secondary school, where it is taught again in Year 7.

All units in this scheme focus on one religion at a time, to avoid confusion and to do justice to the distinctiveness of each religion.

Implementation

RE is taught throughout the school. Mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.

Throughout KS1 and KS2 each child has his/her own book specifically for RE work, but RE also includes creative and practical activities and discussion.

RE is taught in a whole class setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.

A variety of teaching approaches are used:

- Teacher presentations, role play and story telling
- Questions and answers, discussions and debates
- Individual and group research
- Photographs, pictures and maps
- Use of the interactive whiteboard to project still and moving images, music and sound
- Use of ICT to research and communicate ideas
- Use of resources and artefacts

The Kent Agreed Syllabus emphasises the importance of distinctive RE skills, such as enquiring, questioning, analysing and interpreting, as well as empathising and reflecting. Lessons are planned to develop each skill at a time.

Resources

Resources are stored in the 2 RE cupboards outside the Reception classroom. The resources reflect the units of work in the REact scheme of work. There are videos, artefacts, books, CD Roms and music.

There is a very wide selection of Bibles housed in the school library and a good selection of RE information books.

Assessment

RE is assessed using the levels for the two attainment targets in the Syllabus. A new set of assessment criteria are due to be sent to all schools in line with the new Canterbury Diocesan Education RE Programme. A CD with assessment ideas, based upon lessons in the REact Diocesan Units, combined with the "I can" level descriptions from REact is used. Assessment covers all the strands of AT1 and AT2 over the course of each year group.

This assessment method is a "minimum" model, i.e. formal assessment once per term. This is reinforced with ongoing assessment and opportunities for pupils to reflect and self-assess are built into lessons.

Summative assessments are shared with parents as part of the annual report.

Equal Opportunities

Although the content of RE in this Church of England Aided School is mainly Christian, reflecting the Christian nature of the school, we make no assumptions about the commitment of individual pupils. We encourage all pupils to participate in RE, and encourage sensitivity in handling minority opinions, beliefs and practices.

Withdrawal

Parents have a right to withdraw their child from all or part of the RE curriculum. It would be appreciated if this was discussed with the Headteacher before coming to a final decision.

Monitoring and Evaluation

- The Headteacher has overall responsibility for monitoring and evaluation.
- The coordinator/RE subject leader will assist the Headteacher by monitoring the implementation of the REact Scheme of Work.
- The coordinator will keep a file of examples of work to demonstrate continuity and progression.
- The coordinator will manage resources.

- The coordinator will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- The coordinator will be aware of staff development needs and encourage continuing professional development.
- The coordinator will be responsible for drawing up an action plan for Religious Education. Generally this will be an annual plan and should be informed by this policy.

Other relevant Policies:

- Marking (2015)
- SEN (2015)
- Collective Worship (updated September 2014)
- Spiritual, Moral, Social & Cultural (updated September 2014)