



"Developing potential without limitations"

Frieth C.E.C. School Religious Education Policy

Date implemented : June 2012

Member of staff responsible: R.E. Coordinator

Governing body committee responsible: Curriculum and Policy

Headteacher's signature

Chair of Governor's signature

Review date: June 2014 signed: J Reid date: June 2014

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This policy has been written following the Secretary of State for Education's announcement on 20th January 2011 to review the National Curriculum in England. The end of section 11 of the review states: "*The Government does not intend to make any changes to the statutory basis for religious education*"

National and Local Requirements

The national requirements for Religious Education are set out in the 1944, 1988 Education Acts and section 375(3) of the 1996 Education Act:

'Every Agreed Syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principle religions represented in Great Britain.'

Religious Education forms part of the statutory Basic Curriculum, along with the National Curriculum. It is an entitlement of all pupils.

Purpose

This policy reflects the values and philosophy of Frieth CEC School in relation to the teaching and learning of Religious Education for the Foundation Stage, Key Stage 1 and Key Stage 2.

As an aided Frieth school will teach R.E. in line with Bucks Agreed Syllabus 2011 - 2016.

Aims and Objectives

Although RE is statutory, it justifies its place in the curriculum on purely educational grounds. Religious Education at Frieth aims to provide the opportunity to:

- explore a major and distinctive dimension of what it means to be a person
- to consider the search for meaning and value in a wondrous but also confusing and sometimes threatening world
- to offer pupils the chance to raise and reflect on questions about life

The Agreed Syllabus has four aims for R.E.

To enable pupils to:

1. To understand the nature, role and influence of religion in the world.
2. To pursue personal quest for meaning, purpose and value.
3. To formulate reasoned opinion/argument.
4. To promote understanding of and respect for different beliefs and life-styles.

Planning of RE

Sufficient time and resources will be given to R.E. to ensure that high educational standards are achieved. There is no minimum time allocation for RE, however, Frieth School will provide sufficient time, in planning the whole school curriculum, to achieve the aims of the Agreed Syllabus and ensure that the pupils have a coherent and meaningful experience of RE. Bucks Agreed Syllabus suggests a minimum of 5% of curriculum time as an aggregate over each key stage.

Content of Planning

'Christianity should have more time devoted to it than other religions taken together' 1996 Education Act

Therefore, our children will develop an in-depth knowledge and understanding of Christianity. Children in Key Stage 1 will also develop an understanding of the Jewish faith in some depth and an understanding of general concepts of other faiths. Children in Key Stage 2 will also develop an understanding of Hinduism and Islam in some depth and an understanding of general concepts of other faiths.

Approach to Planning

RE could be planned:

- As a separate subject, but this can be intensive learning for half a term and then no RE for the other half term;
- Or in a mixed curriculum model, involving RE as part of a creative curriculum
- Or as a vehicle for intensive Literacy development
- Or occasionally through 'drop-down days' focusing on whole-curriculum issues such as creativity, community, identity, truth
- Or as a combination of all these approaches over the course of a Key Stage

Foundation Stage

It is acknowledged that children in the Foundation Stage learn through active learning and that the environment should reflect this. Such contexts might include:

- A home area
- Story books
- Dolls and puppets from different cultures
- Artefacts
- Interest areas
- Dressing up boxes
- Painting and drawing

In order to meet the Early Learning Goals and the requirements of the Bucks Agreed Syllabus, learning should include specific planned activities (for example on festivals or special places) as

well as unplanned opportunities for religious understanding through circle time and everyday routines.

Key Stage 1

At Key Stage 1 the children will cover the 8 units over 2 years. They will study Christianity plus Judaism in depth, and they will touch on other religious beliefs during the course of individual units of study. In KS1, most learning will start with pupils' own experiences, move into religious content and experience and through this, develop awareness of universal human experience and concepts.

Key Stage 2

In Key Stage 2 pupils will cover 12 units of study over the 4 year period. They will study Christianity, Islam and Hinduism in depth and touch on other religious beliefs during the course of individual units of study. In KS2, most learning will start with the religious content and concepts and then reflect back to the pupils' own experiences and self concept, developing awareness of universal human experiences and concepts.

Delivery of RE

The Bucks Agreed Syllabus 2011-2016 states that effective RE:

- Reaches pupils of any religious faith or none and of all academic abilities;
- Challenges pupils to question and explore their own world and other's understanding of the world;
- Does not seek to impose religious beliefs upon pupils, nor compromise their own beliefs;
- Raises questions of identity, meaning and value and encourages people to reflect on their experiences, behaviour and opinions;
- Contributes positively and powerfully to the spiritual, personal, social, moral and cultural development of pupils;
- Provides opportunities for pupils to develop key skills and thinking skills;
- Teaches children and young people about Christian and other religions' beliefs, practices and responses to ultimate questions so that they can understand the world better and develop their own sense of place within it.

Assessment

Assessment has now been incorporated into the statutory requirements of the Agreed Syllabus. This will give a scale by which to measure pupil progression.

There are two Attainment Targets for R.E.

A.T.1 Learning about Religion

A.T.2 Learning from Religion

Teachers assess children's work by making informal judgements as they observe them during lessons. Work is marked once it has been completed and commented on as necessary. The teachers' planning folders will contain information regarding the children's experiences and the outcomes of unit assessments.

Reporting

Assessments are carried out at the end of each unit. Pupils' achievements will be reported to parents in annual reports using the wording of the level descriptions to explain the nature of attainment in the subject.

Resources

Resources for R.E. should be used in order to ensure that learning objectives can be met. They should also improve quality and interest. Artefacts from the main religions are stored in resource area, as are tapes and videos. Books, articles and photographs are also stored in this area.

Equal Opportunities

All teaching and support staff will do their best to ensure that all children, irrespective of gender, ability, ethnic origin, social or physical circumstances have equal access to the R.E. curriculum.

Religious Education will be taught to all pupils, except if the parent asks that a child should be wholly or partly excused from Religious Education at the school.

Responsibility for R.E.

The R.E. subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in Religious Education. They are also responsible for supporting colleagues in the teaching of R.E. and for being informed about current developments in the subject. The R.E. subject leader is supported by the Head teacher and the R.E. Governor as appropriate.

Review of Policy

The Governors' Curriculum Committee will consider each September whether the R.E. policy needs to be updated. It will be the responsibility of the R.E. co-ordinator to draft new policies and schemes for discussion and approval.