



"Developing potential without limitations"

Frieth C.E.C. School Religious Education Policy

Date implemented : December 2017

Member of staff responsible: R.E. Coordinator

Governing body committee responsible: Curriculum and Policy

Headteacher's signature

Chair of Governor's signature

Review date: Autumn Term 2019 Signed: date:

Review date: signed: date:

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Religious Education Policy

The Legal Position

The school, in accordance with its Trust Deed, provides religious education for all pupils registered at the school. Following advice from the Oxford Diocesan Board of Education, the Governors decided that religious education in our school should be based upon the Buckinghamshire agreed syllabus. Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

Aims of Religious Education

Religious education aims to help pupils to:

- Understand the nature, role and influence of religion in the world
- Pursue personal quest for meaning, purpose and value
- Formulate reasoned opinion/argument and handle controversial issues and truth claims
- Develop understanding of and respect for different beliefs and life-styles

(summarised from the Locally Agreed Syllabus for Religious Education p9).

The purpose of religious education does not include any attempt to alter a child's beliefs. Indeed, reflecting the inclusive ethos of the school our religious education programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'. (DFE circular 1/94 paragraph 32).

Planning and Delivery

The religious education curriculum is based on two key aspects of learning laid down in the locally agreed syllabus:

- Learning about religion - all pupils will learn about Christianity and other world faiths in a course in which Christianity will clearly predominate.
- Learning from religion - the syllabus also requires us to build bridges between the pupils' own lives and the religious content that they explore. Whether the pupil comes from a particular faith background or none religious education should be relevant to their lives and engage them in meaningful learning that they can apply to life.

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. Teachers will use these strands when planning their lessons. They will explore these in relation to a number of themes in each key stage:

Key Stage One:

- Special places
- Special people
- Special things
- Special stories
- Our World
- All about me
- Special occasions
- Belonging

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. Teachers will use these strands when planning their lessons. They will explore these in relation to a number of themes in each key stage:

Key Stage Two:

- Worship
- Places of Worship
- Community
- Symbolism
- Sacred Texts
- Festivals
- Rites of Passage
- Pilgrimage
- Traditions
- Founders and Prophets
- Natural world
- Ethics and Moral Issues

Assessment

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.

Summative assessments are carried out at the end of each unit of work and an assessment document with the year group expectations is in place. Pupils' overall summative attainment and achievements will be reported to parents in annual reports at the end of the academic year.

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.

Withdrawal from religious education

Parents may withdraw their children from all or any part of religious education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children are asked provide written notification to this effect.

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.