



Meole Brace
C of E Primary School
and Nursery

Religious
Education
Policy
2014

Contents Page

Aims and Objectives	Page 3
School Aims	Page 4
Mission Statement	Page 5
Legal Requirements	Page 5
Right to Withdrawal	Page 5
Teaching and Learning Style	Page 6
Partnerships	Page 6
Educational Visits	Page 6
Curriculum Planning	Page 6
Assessment and recording of work	Page 7
Resources	Page 7
Staff Development	Page 7
Management	Page 8

Religious Education (RE) Policy

Aims and Objectives:

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Meole Brace C of E Primary School we develop the children's knowledge and understanding of the major world faiths. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children and staff within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions. Because we are a Church of England School we offer a full and positive presentation of living Christianity and enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today.

The aims of Religious Education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.
- to learn how major religions have created impact on culture and politics, art and history, and on the lives of their adherents.
- to develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- to contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.

The outcomes for pupils at the end of their time in our school are that they are able to:

- compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives.

- describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship.
- express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean.
- ask questions sensitively about the lives of believers and suggest appropriate answers.
- reflect on the decisions people make – including believers – and suggest possible outcomes.
- compare their own experience and identity with others – including believers.
- reflect and empathise with the big questions of life, suggesting some answers / insights.
- be confident to explore their own spirituality and search for truth.
- value the religious journey of faith
- develop pupils' ability to interpret and appreciate religious imagery and expression.

In addition the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural development in the following ways:

Spiritual – widening pupils vision of themselves and their own experience, within the context of a growing awareness and understanding of God.

Moral – helping each pupil develop their own informed values.

Social – helping pupils understand some major forces shaping the values in our society.

Cultural – aiding pupils in exploring aspects of their own cultural heritage, and in developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with Citizenship and PSHE. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

School Aims and Mission Statement:

“Belonging, believing, becoming”

Our school aims to reflect a warm, caring Christian ethos where everyone is valued.

Our school aims to:

- Offer an excellent education within a framework of Christian values and beliefs.
- Be an inclusive community in which everyone feels happy, valued and secure.
- Build strong relationships with our families, church and wider community.
- Promote an environment where children of all abilities can reach their full potential.
- Foster a desire for independent and lifelong learning.

The Legal Position of Religious Education:

The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school's RE curriculum follows the Shropshire Agreed Syllabus and the National Society's Statement of Entitlement for Church of England Schools, supplemented with advice, units and guidance from the Diocese of Lichfield. Some RE units have also been taken from the guidance provided by the Diocese of Hereford. The Education Reform Act 1988 (ERA) states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. This does not include Collective Worship time as this is a separate requirement.

In Foundation and Key Stage 1 we are required to teach 25 to 30 hours per year
 In Key Stage 2 we are required to teach 35 hours per year.

RIGHT TO WITHDRAW

At Meole Brace C of E Primary School and Nursery school wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

Teaching and Learning Style:

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We aim to invite people of different faiths or parents into school to talk to the children about special events / celebrations within their religion.

Partnerships:

We celebrate strong links with our local church, Trinity Church. Representatives of the church team are involved in whole school celebrations of Festivals and are invited to talk with classes as part of learning about different faith communities.

Educational Visits and Visitors to School:

Through educational visits and receiving visitors into school, pupils experience those who have other beliefs. Through investigating and exploring other belief systems, pupils are provided with an opportunity to deepen and enrich their understanding of religions.

Curriculum Planning in Religious Education:

We plan our religious education curriculum in accordance with the Diocese of Lichfield's Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through teachers annotating and differentiating the plans from the Diocese of Lichfield scheme for each lesson they teach and by differentiating the work and the level of support given.

We teach religious education to all children in the school, including those in Nursery and Reception, where appropriate. Religious education is an integral part of the topic work covered during the year. We relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Through teaching religious education in our school, we provide opportunities for spiritual

development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Assessment and Recording:

The standard of work in RE is expected to meet the targets children are following in other core subjects.

Work should be recorded in books or files and any photographs that are taken of work or visits should be stored on the school system in the appropriate RE folders. Displays of the work are also valued.

To assess the children's level in Religious Education, teachers are expected to give an overall level judgement at the end of the academic year in relation to whether pupils understanding of Re is either "emerging", "expected" or "exceeding".

Resources:

We have a variety of resources in our school to be able to teach the lessons detailed in our Scheme of Work. We will continue to add to this bank of resources in addition to accessing resources provided by Shropshire, Multicultural Development Service.

Staff Development:

This takes place through staff meetings, INSET days and informal discussions during planning and evaluation meetings among staff. Care is taken to ensure the effectiveness of our planning as we recognise the need to maintain continuity and progression for our pupils. The RE Co-ordinator oversees the RE provision throughout the school and feeds back any new developments to the rest of the staff.

MANAGEMENT

RE is given equal status with other core subjects in staffing, responsibility and resourcing . Pupil achievement in RE should equal or be better than comparable subjects.

As a church school we recognise that it should be a priority to build up staff expertise in RE.

The RE Subject Leader is responsible for:

- Producing a scheme of work for the school.
- Supporting colleagues in the detailed planning and delivery of RE provision.
- Ensuring Religious Education has status within the school.
- Keeping in touch with subject developments and disseminating information as appropriate.
- Auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff.
- Undertaking personal development and subject training and ensuring provision for staff INSET.
- Monitoring RE provision, practice and outcomes.
- Ensuring assessment strategies are in place in line with the Agreed Syllabus.
- Creating the RE Development Plan and ensuring its regular review.
- Accountability for RE standards in the school.
- Meet with member of the Diocesan RE advisory team when possible.