



Religious Education Policy

Aims and Objectives

Religious education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. 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 within our school. We help the children learn *from* religions as well as *about* religions.

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;
- develop an understanding of religious traditions and to appreciate cultural differences in Britain today;
- have respect for other peoples' views and to celebrate the diversity in society.

The Legal Position of Religious Education

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish. 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 RE curriculum follows the Swindon Agreed syllabus and it meets all the requirements set out in that document. The ERA states that the syllabus should reflect the fact that the religious traditions in Great Britain are in main Christian, and that it should at the same time, take account of the teaching and practices of other major religions.

Curriculum Content

We plan our religious education in accordance with the Swindon Agreed Syllabus. We ensure that the topics studied build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge of each unit, and we ensure that the planned progression built into the scheme of work offers the children an increased challenge as they move through the school. (See Syllabus)

Foundation Stage

We teach religious education to all children in the school. Religious education is an integral part of the topic work covered during the year. This is covered as part of Understanding the World. We relate the religious education aspects of the children's work to the objectives set in the Early Years Framework which underpin the curriculum planning for children of this age.

Teaching style/Methods/Organisation

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 use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Cross Curricular Links

English

English contributes significantly to the teaching of religious education in our school by actively promoting skills of reading, writing, and spoken language.

Computing

We use computing where appropriate in religious education. The children find, select and analyse information, using the Internet.

PSHE (Personal, Social and Health Education) and Citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, Moral, Social and Cultural Development

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 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.

SEN provision

We recognise 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 in a variety of ways:

- setting common tasks which are open-ended and can have a variety of responses;

- grouping the children by ability and setting different tasks for each group, providing a range of resources suitable for all.
- using teaching assistants to support the work of individuals or groups.

Gifted, Talented and More Able

In using the progression of key skills, teachers are supported in recognising children who have ability within religious education. If the progression of skills does not support their needs, the subject leader will work with class teachers to ensure that their planning remains challenging by identifying further skills to work towards.

Inclusion

As a school we treat people equally and do not discriminate on the grounds of race, gender, disability, culture or faith. Full details can be found in our Equalities Plan.

Assessment and Recording

We assess children's work in religious education by making informal judgements as we observe them during the lesson/units of work. We mark completed work and comment as necessary. On completion of a unit of work we make a summative judgement of each pupil which is then shared with the RE lead.

Resources

We have sufficient resources in our school to be able to teach all our teaching units. We have a collection of religious artifacts/books which we use to enrich our teaching, which are kept in a central store in the staffroom.