

Religious Education Policy



*'Learning for life,
building a firm foundation'*

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Policy Statement

Religious Education (RE) is a legal entitlement for all learners and is part of the curriculum. RE supports and intertwines with other areas of the curriculum, especially Personal, Social Health and Citizenship Education, (PSHE) and Spiritual, Moral, Social and Cultural Education (SMSC). The approach to teaching RE is positive, respectful, reverential and caring, which reflects the ethos upon which the school is based. In religious education equal respect for all religious view points is of particular importance.

The aims of religious education are to enable pupils to:

- develop awareness of the spiritual and moral dimension of life - experiences, identify questions and issues which they raise, and respond in a variety of ways to them;
- develop knowledge and understanding of Christianity; other principal religions, and value systems represented in Great Britain;
- develop understanding of what it might mean to be committed to a religious tradition;
- reflect on their own experiences, beliefs and values and develop personal responses to ultimate questions in the light of their studies;
- to have confidence in their own viewpoint whilst engaging in open and honest enquiry; respecting the right of others to hold beliefs different from their own in a religiously diverse society.
- provide a supportive environment in which a concept of moral obligation can develop.
- provide a time for stillness and reflection.
- help children establish a framework for life which has meaning and purpose.
- help pupils develop a sense of mystery and fascination about the world.
- encourage children to value, recognise and celebrate diversity in religions and cultures.
- promote respect for others and a willingness to learn from their insights.
- recognise that beliefs and ideas may be expressed in a variety of ways.

Each of these aims contributes to the spiritual, social, moral and cultural education of learners.

Strategies

- RE will be integrated into the curriculum, taking into account the programmes of Study and Early Learning Goals across Key Stages 1 and 2 and Foundation Stage respectively.
- Learners will be taught using Warwickshire's agreed syllabus.

- Learners will explore and respond to areas and aspects of different religions and cultures.
- Learners will explore some fundamental aspects of life will be directed towards the spiritual responses which people make.
- Learners will be introduced to the variety of approaches to common experiences, ideas and issues, and the distinct responses both within and between different traditions.
- Learners are encouraged towards spiritual awareness through observations, information seeking and analysis.
- Learners are given opportunities to express and respond in a variety of ways including pictorially, in drama, spoken word and written word, etc.
- Where appropriate and where strong links are made then RE will be taught alongside other subjects.
- A variety of resources, including ICT and use of local and wider environment will be used to enliven and enhance learning.

Special Educational Needs (SEN)

These learners are positively encouraged to participate in all activities and contribute to discussions. Methods of recording ideas, responses and outcomes will be differentiated according to need, enabling them to achieve.

Resources

- All children will have access to a variety of artefacts and posters and photographs from each of the religions studies available both from school or borrowed from the resource centre.
- Visits to places of worship will be undertaken.
- Visits from representatives of different faith groups will be invited into school.
- Visits from members of different Christian denominations will be invited into school.
- ICT will be used to investigate and explore aspects of religious education.
- ICT will provide a range of information sources to enhance learners knowledge and understanding of religious beliefs, practices and expression.

Assessment

It is a statutory requirement to make judgements on learners' attainment in religious education using the Warwickshire attainment level description to measure progress.

In line with reporting requirements for the foundation subjects or the National Curriculum progress should be reported annually to parents/carers from reception upwards highlighting strengths and development needs. It should concentrate on what has been learned and indicate what the pupil has achieved. It should also say whether any comparison is being made with his or her progress in other subjects, and with previous performance.

The level descriptions summarise the types and range of attainment that learners working at that level should characteristically demonstrate and provide the basis for making judgements. The 8 level scale is based on Aspect Three: Exploring, Reflecting and Responding which is integral to the syllabus as a whole.

Good Practice:

- Utilises the level descriptions when planning for progression.
- Ensures the inter-related nature of Aspects One, Two and Three
- Ensures the inter-related nature of Aspect Three - exploring, reflecting and responding
- Makes 'best-fit' end of key stage judgements.