

Rothersthorpe CE Primary School



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 Rothersthorpe School we develop children's knowledge and understanding of the major world faiths, and we address the fundamental questions, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. 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.

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.
- To 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 tradition and to appreciate the cultural differences in Britain today.
- Observe, articulate and understand the differences between the different faiths.
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues.
- Have respect for other people's 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, although this should only be done once the parents have written notice to the school governors. 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 is based on the Northants LEA's Agreed Syllabus and it meets all the requirements set out in that document. The 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.

Teaching and Learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children to learn about religious traditions and to reflect on what 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. We also 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, and Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school to talk to the children.

Curriculum planning in religious education.

We plan our religious education curriculum in accordance with the Northants LEA's Agreed Syllabus. We ensure that the topics studied in religious education build on prior learning and that planned progression built into the schemes of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in religious education in three phases- long-term, medium-term and short term.

- The long-term plan maps the religious education topics studied in each term, during each key stage, over a rolling two year cycle. The RE subject leader works out this plan in conjunction with teaching colleagues.
- The medium-term plans give details of each unit of work for each term. These plans are based on the units of work agreed in the Northants RE Syllabus. The RE subject leader keeps and reviews these plans regularly and consults with teaching colleagues.
- Short-term plans are written by the class teacher based on the agreed units of work from the Northants RE Syllabus.
- **Foundation Stage** also follow the Northants Agreed Syllabus and religious education is an integral part of the topic work covered in the reception class during the year.

Contribution of religious education to the teaching of other subjects

Personal, social and health education (PSHE) and citizenship.

Through our religious education lessons we teach the children about the values and moral beliefs that underpin individual choices of behavior. 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 the teaching of 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 recognize 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 doing so, they develop their knowledge and understanding of the cultural context of their own lives.

The school uses the **Values for Life** scheme for collective worship, which develops 18 Christian values in a three year rolling program. The scheme provides detailed plans for weekly worship, including stories and festivals from many faiths and cultures and suggestions for an interactive display that can be a focal point for reflection, prayer and participation from the school community.

Special educational needs.

At our school we teach religious education to all children, whatever their ability. Through our RE teaching we provide opportunities that enable all pupils to make progress. The school sets appropriate learning challenges and responds to each child's different needs. We endeavor to enable all pupils to access the religious education curriculum and will consider changes to classroom organization, teaching materials, teaching style and differentiation so that individual pupils can learn more effectively.

Assessment and recording

We assess children's work in religious education by making informal judgements as we observe them during lessons. On completion of a unit of work we make a summary judgement in relation to Attainment Target 1 and 2 laid out in the Northants Agreed RE syllabus. We use these for assessing the progress of each child and for passing information on to the next teacher at the end of the year.

The RE coordinator keeps samples of children's work in a portfolio. This demonstrates levels of achievement and progress.

Monitoring and review

Foundation Governors meet with R.E Coordinator twice a year to monitor and review religious education and collective worship. Lesson observations and book scrutiny are carried out and, on a rolling program identifying subject focus, the RE Coordinator undertakes lesson observations and pupil focus discussion groups. The RE coordinator also meets informally with colleagues to support their teaching of RE and make necessary changes and updates to the RE curriculum.

This policy was reviewed by Staff and Governors January 2016.