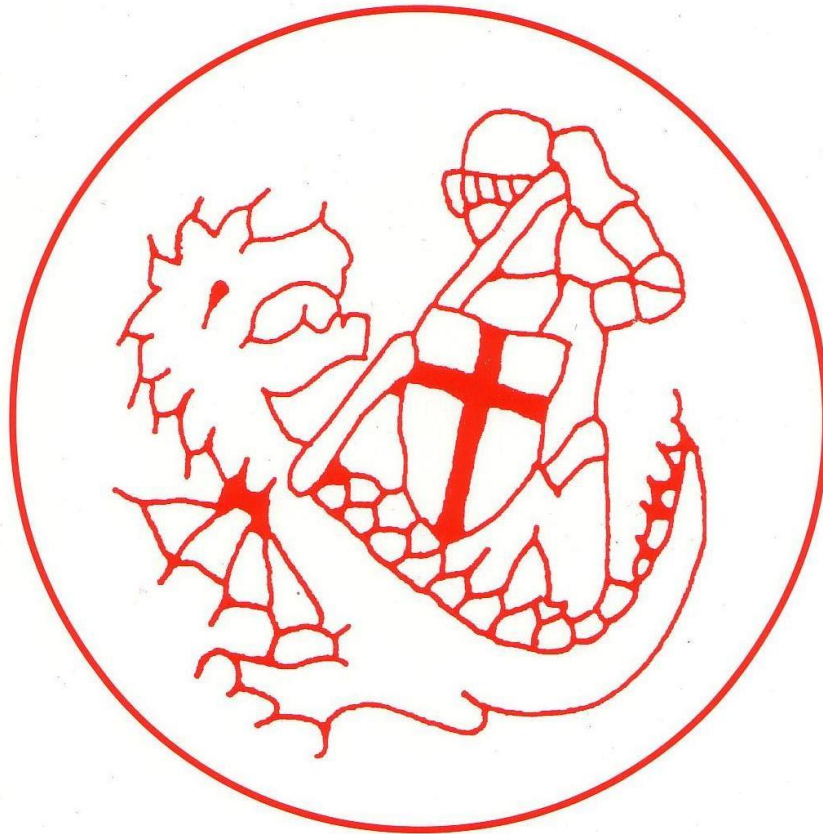


Rumboldswyke Church of England Primary School



Religious Education Policy February 2018

Review Date: Autumn 2022

To be read in conjunction with our school aims.

INTRODUCTION

Religious education is a legal entitlement for every pupil and forms part of the basic curriculum as set down in the 1988 Education Reform Act. Its place in the curriculum is an acknowledgement of the fact that religious beliefs and practices play an important part in the lives of many people worldwide, and have done so throughout history. An understanding of religion can help children develop a better appreciation of themselves, the people around them and the world in which they live.

This is a Church of England Voluntary Controlled School. The education acts require that the religious education should be provided according to the "Agreed Syllabus for Religious Education in West Sussex Schools 2015." This document is available in school. As a Church Controlled School we are also required to teach Religious Education in accordance with the Trust Deed of the School's Foundation.

Ethos Statement

Rumboldswyke is a Church of England Voluntary Controlled School. It was founded by the parish of St. George's Whyke and continues to play an important part in the wider life of the parish.

It is our policy to provide a caring Christian environment in which the whole community of the school can continue to grow into well-rounded people, who will fully develop spiritually, emotionally, physically, creatively and intellectually.

AIMS AND OBJECTIVES OF RELIGIOUS EDUCATION

The school follows the aims and objectives set out in the West Sussex Agreed Syllabus.

AIMS

To teach religious education so that children may:-

- * acquire a knowledge and understanding of the origins, content and development of the Christian religion and of other religions, their traditions and beliefs;

- * understand the importance of religious experience and recognise the ways by which these experiences have been interpreted and expressed through a variety of religious traditions;
- * appreciate the contribution that religious and spiritual ideas and concepts can make to their personal search for meaning and purpose in life, enabling them to develop their own spiritual values;
- * look beyond self and recognise the contribution of religion in the establishment of relationships and responsibilities in the family, among friends, in schools, the community and the world at large;
- * explore the consequences of religious belief and experience in the development of personal attitudes.
- * have respect for other peoples' news and to celebrate the diversity in society.
- * develop investigative and research skills and to enable them to make reasoned judgements about religious issues.
- * reflect on what it means to have a faith and develop their own spiritual knowledge and understanding.

OBJECTIVES

Key stage 1

To enable pupils:

- (a) to become increasingly aware of the significance of religious ideas and experiences by means of stories, drama, art, ICT, ritual and worship with emphasis on the Christian tradition;
- (b) to use and experience the creative arts in the exploration and communication of religious thoughts and feelings;
- (c) to develop religious insight and moral and spiritual values by encouraging a sensitivity towards other people and a capacity to form relationships based upon love, compassion, forgiveness, consideration, trust and respect;
- (d) to begin to enhance and clarify their own ideas about religion by developing self-expression, confidence and an enquiring and reflective attitude towards the rich variety and complexity of creation.

Teaching and learning style

We base our teaching and learning style in RE on the key principle of questioning, enabling children to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. This incorporates the Aims A, B and C of the West Sussex Agreed Syllabus 2015 (Knowing about a range of Religions and World Views, Expressing ideas and insights of their impact and Gain and deploy the skills needed to engage purposefully.) 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 hope to embed this further through training with the resource 'Understanding Christianity', 'The Emmanuel Project' and in ensuring staff feel confident in delivery an enquiry based 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 through questioning, exploring and evaluating. This is in line with the Enquiry Cycle Model and links closely to our whole school development plan. We use their experiences at religious festivals such as Easter, Holi Dwali 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 and talk to the children.

Children carry out research into religious topics. They study particular religious faiths (Christianity, Hinduism and Judaism) and also compare the religious views of different faith groups on topics such baptism and naming ceremonies or festivals. Children discuss religious and moral issues working individually, in groups or in a class.

We recognise the fact that all classes in our school have children of widely differing levels of development, 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, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty
- grouping the children by level of development and setting different tasks for each group;
- providing resources of different complexity, adapted to the ability of the child;

- using classroom assistants to support the work of individuals or groups of children.

CURRICULUM

It is stated in the 2015 Agreed syllabus that R.E. in school is concerned with provoking challenging questions about life, beliefs about God, issues of right and wrong, offering opportunities for personal reflection and spiritual development. Pupils will learn about Christianity as the main religious tradition in this country but also about the teaching and practices of some of the other principal world religions represented in this country specifically Judaism and Hinduism.

We plan our religious education curriculum in accordance with the West Sussex Agreed Syllabus 2015. 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.

Our medium-term plans give details of each unit of work for each half term. As we have mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of a more enquiry based nature, fulfilling the Agreed Syllabus but do not repeat topics.

Early Years Foundation Stage

In the foundation Stage, aspects of religious education are linked to the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Curriculum Time

The School gives 5% of curriculum time to religious education in line with the recommendations of the West Sussex Agreed Syllabus and the Dearing Report. It is anticipated that the actual amount of time given each week will vary.

Contribution of Religious Education to the teaching of other subjects

English

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

We encourage the children to record information in order to develop their writing ability, at their own level of development.

Information and Communication Technology (ICT)

We use ICT where appropriate in Religious Education. The children find, select and analyse information, using the internet and CD ROMs. They also use ICT to present their ideas.

Personal, Social and Health Education (PSHE) and Citizenship

Through our Religious Education lessons, we teach the children about 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 appositive members of 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 the study of moral and ethical questions. We enhance their social development y 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.

Teaching Religious Education to Children with Special Educational Needs

At our school we teach Religious Education to all children in Year 1 and 2 whatever their ability. Religious Education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Religious Education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment and Recording

We assess all children's work in Religious Education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comments as necessary. On completion of a unit of work, we make a summary judgement about the achievement of each pupil in relation to the expectations of the unit. We record the attainment grades in our assessment files, which we use as a basis for assessing the progress of each child and for setting new goals.

Resources

We keep resources for Religious Education in a central store where there is a separate box of equipment and a collection of religious artefacts for each religion. Each class also has their own bible and a book call 'The Lords Prayer'.

Monitoring and Review

The R.E. subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in Religious Education. S/he is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The R.E. subject leader presents the Headteacher with an annual action plan that evaluates the strengths and weaknesses of the subject.

S/he has specially-allocated time for carrying out the task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

Assessment, recording and reporting

Teachers use a variety of means of assessing pupils work in line with the whole school assessment policy and the requirements of the Agreed Syllabus. This will include:

- the regular reviewing of pupils work;
- observing the work of groups and individuals and recording the outcomes;
- marking the termly projects;

Pupils' achievement in religious education is reported in the annual report to parents.

Equal Opportunities

The school equal opportunities policy is used throughout the curriculum and must be adhered to at all times. In addition it is important in religious education to ensure the work being covered is appropriate to pupils who come from any religious background or none.

MANAGEMENT

Co-ordination

The day to day support for religious education is provided by the co-ordinator who is responsible to the Headteacher for:

- devising and maintaining the scheme of work;
- supporting teachers in their medium and short term planning;
- developing and maintaining the R.E. support folder;
- attending relevant in-service courses to keep up to date on religious education and reporting to staff;
- managing the resources for religious education;
- produce a development plan setting out the priorities for religious education;
- co-ordinates the links with the local church;
- conducting an annual review of R.E. and the setting of targets for the following year.

Withdrawal

When parents request that their child be withdrawn from religious education parents are interviewed by the Headteacher to clarify the beliefs and practices that they wish their child to be excluded from (see Governors' policy for details of provision for any child being withdrawn from R.E. or acts of Worship.)

RESOURCES

Reference books are available for staff use and are kept in the staff reference library in the staff room. A list of the resources is available and can be found in the co-ordinators file. Books, artefacts and other resources for classroom use are available from the R.E. Resource shelf. A range of R.E. books can be found in the Library and staff room.

Further resources can be borrowed from the schools library service or through the County R.E. loan collection (see catalogue in the staffroom)

COMMUNITY

The school enjoys strong links with *St. George's Church*. The Rector supports the school and the church is used for special occasions, regular school assemblies and as a study resource.

A range of special occasions is planned throughout the year to which parents and friends are invited.