

Royston St John Baptist Church of England Primary School



Religious Education Policy

Rationale:

The staff and governing body of this school believe that the purpose of R.E. is to educate the 'whole child':

- To acquire knowledge about the Christian faith and understand what it means to be a believer.
- To increase awareness of the religious and cultural diversity of the society that they live in.
- To develop respect, tolerance and understanding towards all faiths and the rights for individuals to hold beliefs different from their own.

R.E. in this school is taught in accordance with the Church of England.

The school has an Anglican, Christian Foundation which influences the whole ethos of school life and upon which the principles of Religious Education taught.

The R.E teaching in this school reflects the Dioceses of Leeds and York Diocesan Syllabus for Religious Education through the use of the Understanding Christianity Resource.

R.E. in this school stands beside English and Maths as part of the Core Curriculum.

R.E. is taught in accordance with the 2002 Education Act which states,

“All pupils should follow a balanced and broadly based curriculum which ‘promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life”

R.E is about educating each child about religions in the real world and life – not through the instruction of Religious Faith, but as a result of teachers and children exploring together the diversity and other World Religions.

Aims:

The principle aim of Religious Education is to enable pupils to hold balanced and informed conversations about religion and belief.

It should help pupils to:

- acquire and develop knowledge and understanding of Christianity as a major world faith and other world religions (Judaism, Islam, Hindu Dharma, Buddhism and Sikhism) represented in the United Kingdom
- develop a religiously educated child who has the ability to confidently think theologically
- develop positive attitudes towards other people, respecting their right to hold beliefs different from their own equipping them to live in our diverse society.

The teaching of R.E is developed through a spiral curriculum where the key learning themes are built up throughout a child’s time in school. Children are encouraged to develop their understanding through an approach to encourage children to gain a depth of understanding.

Religious Education – Programmes of Study

From September 2017 the school will be using the Understanding Christianity approach to learning. This involves 8 key areas that children will develop more knowledge about as they study through school. These areas are:

God	Incarnation
Creation	Gospel
Fall	Salvation
People of God	Kingdom of God

Alongside the Understanding Christianity project children will also learn about Judaism, Sikhism, Buddhism, Islam and Hindu Dharma, using the Dioceses of Leeds and York Diocesan Syllabus for Religious Education.

Religious Education in the Foundation Stage

R.E. is an integral part of the Foundation Stage curriculum, especially within Personal, Social and Emotional Development. The children learn about other faiths through festivals and special occasions, as well as visits to places of worship and visitors coming into school. The children also develop an understanding of similarities and differences between different cultures.

Right of Withdraw

The Education Act (2002) makes provision for parents to withdraw their children on grounds of conscience from acts of worship and Religious Education lessons. A letter to the head teacher would be required in these circumstances. Alternative provision will be made within school.

Equal Opportunities

Every child is entitled to be taught RE regardless of their age, culture, gender, background or special need or disability. RE develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil. The teaching of RE is approached sympathetically to all religious beliefs or needs and teachers must remain mindful of the Prevent strategy and British Values throughout their planned approach to teaching RE.

Assessment in R.E.

We assess R.E. in order to track pupil progress in the subject. The assessment is used to inform future planning. We assess R.E. using trackers in the back of R.E. books which are updated throughout the year and are forwarded onto the next teacher.

Recording and Reporting

The legal requirement for reporting to parents includes R.E. This is included in an annual written report that is shared with parents in July.

The teaching and organisation of Religious Education

R.E. throughout school may be taught as a separate subject or within literacy or topic work. The school encourages the teaching of R.E through a variety of strategies such role play, drama, dance and art. The teaching staff will be encouraged to attend courses where possible.

Time allocation

This policy is based upon the expectation that reasonable time will be made for the teaching of R.E.

Foundation Stage and KS1 – 36 hours per year

KS2 – 45 hours per year

This time may be made up of discrete weekly lessons and theme days or weeks. Two thirds of lesson time will be spent on Christianity and one third must be spent on another world religion.

The Role of the Teacher

Religious Education deals with subjective sensitive and sometimes controversial issues. The creation of a learning environment in which pupils feel safe, secure and valued is therefore essential for Religious Education. The teacher should seek to engage pupils in an open and sensitive encounter with religious experience, using a **range of approaches appropriate to them and to the aspect being studied.**

Role of Headteacher involves:

- acknowledging their responsibility to meet the needs of all pupils as reflected in school's policies and practices
- supporting the co-ordinator in encouraging colleagues to teach R.E. as a stimulating and exciting educational experience
- ensuring appropriate funding of R.E. within budgetary limits
- allocating time to enable the subject leader to effectively co-ordinate their subject area
- facilitating regular review of the R.E. policy,

The role of the R.E. Subject Leader involves:

- providing professional leadership
- securing high quality learning and teaching – through effective good practice
- taking the lead (supported by the Headteacher) in policy development, review and implication

- supporting, guiding and motivating colleagues wherever possible with ideas, planning in-service training and support in classrooms
- monitoring and evaluating the quality and effectiveness of learning and teaching
- evaluating progress
- identifying future priorities and targets for R.E.
- regularly attending courses and sharing appropriate information with colleagues
- co-ordinating collective worship themes.