



Guiding us
step by step
into the future

RE Policy

Member(s) of staff responsible	
Governor responsible	
Sub-Committee responsible	
Date agreed with staff	
Date discussed with pupils	
Date agreed at Sub-Committee	
Date approved at Governing Body	
Frequency of policy review	
Date next review due	

Document Version Control

Issue Number	Issue Date	Summary of changes

VISION

"All at Warden Hill are working to create and maintain a safe and secure environment for children, with an atmosphere that fosters happiness and growing self-confidence."

"We seek to develop in each child the realisation that individually they are unique and of immense worth, but also that they have an important contribution to make in maintaining and developing the society in which they live."

(School vision statement)

AIMS

At our school we aim that Religious Education will:

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (whether they are religious or nonreligious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe and wonder and mystery.**

- **develop specific skills, knowledge and attitudes** reflected in the Gloucestershire Agreed Syllabus.

OBJECTIVES

Learning

In RE we foster a reflective approach to learning by encouraging an open and honest enquiry, an awareness of prejudice, a growing self-understanding and respecting the rights of others to hold beliefs different from their own by Learning about Religions and Learning from Religion.

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum.

AT1 Learning about Religions

- identify, name, describe and give an account, in order to build a coherent picture of each religion;
- explain the meanings of religious language, stories and symbolism;
- explain similarities and differences between, and within, religions.

AT2 Learning from Religion

- give an informed and considered response to religious and moral issues;
- reflect on what might be learnt from religion in the light of personal beliefs and life experience;
- identify and respond to the questions of meaning within religion.

Children will be "Learning about Religions" and "Learning from Religion" through:

1. investigation; the use of first-hand and other resources to understand religious people, objects, symbols, places, events, stories.

2. questioning; developing curiosity about life, relationships and the natural world.
3. empathy; developing the power of imagination to identify feelings such as wonder, forgiveness, sorrow, joy and to try to see the world through the eyes of others.
4. reflection; the ability to consider thoughts, feelings, experiences, attitudes, beliefs of oneself and others.
5. relating; linking significant features of religions, making associations between them, to understand what makes religions distinct and/or similar.
6. expression: the ability to identify and explain feelings and aspects of religions.

THE LEGAL REQUIREMENT

The Education Reform Act 1988 requires that R.E should be taught:

- to all pupils in full-time education except for those withdrawn at the request of their parents.
- as part of the curriculum and should promote the 'spiritual, moral, cultural, mental and physical development of pupils'.
- as an agreed syllabus which reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of teachings and practices of other principal religions represented in Great Britain.

SUBJECT ORGANISATION

Teaching

At Warden Hill we use the updated Gloucestershire Agreed Syllabus.

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on six key areas.

- Belief and Teachings - e.g. stories, prophets, founders, books, God/gods, self-sacrifice, truth, life after death
- Religious Practices and Lifestyles - e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, effects on individuals
- Ways of Expressing Meaning - e.g. art, music, literature, symbolism, poetry, dance, drama, prayer, silence/stillness
- Human Identity, Personality and Experience - e.g. preferences, relationships within family and community, influences on own lives, inspirational people
- Questions of Meaning and Purpose - e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, ultimate questions of life raised by life experiences
- Values and Commitments - e.g. values, ethics, principles, rules, moral dilemmas

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. It will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, role play, drama, asking and answering questions, using a range of sources including ICT, works of art, artefacts, visits and visitors.

CROSS-CURRICULAR OPPORTUNITIES

There have always been links between religion and the arts and consequently R.E. fits naturally with subjects such as Art, Music, Physical Education, Drama and Dance.

DIFFERENTIATION

We believe that all children at Warden Hill Primary School should have equal access to R.E. so that they may have the opportunity to progress and demonstrate achievement irrespective of ability.

Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriate opportunities at each key stage, in line with the requirements of the local authority agreed syllabus.

Where pupils have special needs which are not identified as being learning difficulties, we will, as a school, endeavour to respond sympathetically to their requirements.

The range of special needs in R.E. includes:

- pupils who have special needs across the curriculum and who also have special needs in R.E.;
- pupils who are more able and talented across the curriculum, including R.E.;
- pupils who live in an environment which is entirely secular or strongly religious, where values and beliefs may be at odds with the wider culture in which they live;
- pupils who themselves have a personal faith commitment.

EQUAL OPPORTUNITIES AND DIFFERENTIATION

R.E. makes a valuable contribution to the education of all pupils. As an essential part of the curriculum, it should provide a relevant and worthwhile learning experience for all pupils.

ASSESSMENT

Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks and informal summative assessment. Reporting to parents occurs annually with a written report and through parents evening.

ROLE OF SUBJECT LEADERSHIP TEAM:

- To play a major role in the development of school policy and practice.

- To have responsibility for securing high standards of teaching and learning in R.E. and evaluate their effectiveness.
- To ensure that practices improve the quality of R.E. education throughout the school and raise standards of achievement.
- To inform future priorities and targets for the subject.
- To ensure teachers are familiar with the policy and help them plan lessons if required.
- To prepare, organise and lead INSET.

HEALTH AND SAFETY

Health and safety regulations in class-based lessons apply as for any other subjects. For school journeys appropriately qualified staff will supervise all activities.

CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

12. APPENDICES *Anything we need here? Or refer to?*

These may include:

Scheme of work

List of resources

Additional advice specific to the subject

Update to policy record sheet

Useful website:

<http://curriculum.qca.org.uk/key-stages-1-and-2/index.aspx>