

# Temple Ewell Primary School



## Religious Education Policy

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### Rationale

This document has been written to inform Governors and Parents of Temple Ewell Church of England Primary's policy for Religious Education. All teaching staff have a copy to ensure consistency of approach in our Christian context.

Religious education seeks to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to acquire a knowledge and understanding of major world religions, an appreciation of ultimate questions and responses to them, and to develop their own beliefs and values. It also fully encompasses and reinforces our school Christian values. These are:

Forgiveness

Acceptance

Inspiration

Trust

Hope

Parents are informed that they have the right to withdraw their pupils from religious education. Parents who choose to withdraw their children from Religious Education lessons are required to state this in writing annually to the Head teacher.

### Aims

- To gain a knowledge and understanding of the beliefs and practices of major world religions, especially to gain a knowledge of Christianity
- To enable pupils to develop the ability to make their own reasoned and informed judgments about the religious and moral issues which arise from reflection on human experience and a study of religious belief and practice
- To enable pupils to consider ways in which beliefs, values and traditions might have significance for their own lives
- Religious education seeks to enable pupils to learn about religions and to learn from them.

### Objectives

These objectives should inform planning, teaching and assessment and be identified in schemes of work. AT1 – to enable pupils to acquire knowledge and develop conceptual understanding of and insight into religious beliefs, values, traditions and practices.

AT2 – to encourage a reflective approach to the study of religious faith and experience so that pupils might use their learning to make meaning and sense of their own beliefs, values and life experience.

### Inclusion

Every child has access to Religious Education from Reception to Year 6. Policy and practice in religious education will reflect whole school policy and encompass the full range of age and ability including the most able. For the least able resources will be accessible and appealing. They will focus on religious practice and are illustrated by the use of religious artefacts. The full range of strategies to achieve differentiated learning will be employed including task, outcome, resource, support and pupil grouping. There will be a

particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage more able pupils.

### Breadth

Although work on Christianity will predominate at both key stages, there will be work in depth on other world religions. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes and respect for diversity. Our school will follow the Kent Agreed Syllabus and will use the Diocesan guidance for planning. We will use Chris Quigley Milestones for our assessment alongside KAS levels of attainment.

### Variety

Pupils will experience a wide variety of teaching and learning experiences appropriate to the matter to be learned understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through:

- listening to the teacher
- reading of texts
- seeking information for themselves in libraries and on computers
- discussion with the teacher and other pupils
- pair and group work
- using a range of media such as artefacts, pictures, photographs, music and drama
- visits and visitors.

Regular opportunities will be provided for pupils to raise their own questions and to explore answers to them and to discuss and reflect on fundamental issues addressed in religious education.

### Relevance

Religious education will be made relevant in at least two ways. Firstly, teachers will establish clear links between elements of religious belief and practice and aspects of children's own lives, for example, when teaching about the dietary laws in Judaism. Learning could start by asking questions about foods pupils like and dislike and where some families are vegetarian.

Secondly, teaching will seek to enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

### Cross Curricular

Religious education makes a contribution to the development of general educational abilities such as literacy, seeing the world through other people's eyes and the ability to express thoughts, feelings and personal beliefs. Religious education also makes a major contribution to pupils' spiritual, moral, social and cultural development. It addresses issues, which arise in a range of subjects such as English and history, as well as personal and social education. As it is concerned with values and behaviour, religious education can make a significant contribution to education in citizenship.

### Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It will seek to present religions in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards that diversity.

### Assessment

Assessment in religious education will:

- involve identifying suitable opportunities in schemes of work
- be related to national expectations of achievement in religious education
- seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge
- recognise the range of skills and attitudes which the subject seeks to develop
- employ well defined criteria for marking and assessment which identify progress and achievement as well as effort
- include pupil self-assessment.

Religious education will be managed by the co ordinator who will produce a subject policy, related to whole school policies, a detailed scheme of work and manage the resources. Planning documents will be regularly reviewed.

The co ordinator will:

- seek to ensure that all pupils receive their entitlement of religious education and that sufficient time is available to deliver the Agreed Syllabus
- ensure all teachers are aware of what should be taught in religious education, what resources are available and what standards of attainment are expected at the end of each key stage
- support colleagues and develop their subject expertise  
develop strategies to monitor and review the implementation of policy and schemes of work, the quality and effectiveness of the delivery of the subject, pupils' progress and standards of achievement
- seek opportunities for professional development for themselves and other staff
- order resources.

#### Resources

These will be kept in the resource cupboard in Year 5. All resources will be listed, stored safely, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions studied. Appendix 1, 2, 3,4 contain the resource lists.

Religious education will be funded to enable a full range of resources on different religions to be purchased, such as books for teachers, pupils and the library, pictures, music, CDs, videotapes and artefacts. Funding will also allow visits to different places of worship and provide INSET for all staff.

From the time of the 1944 Education Act, (section 30), teachers in county schools have had the legal right not to teach religious education and any refusal to do so must not be used to discriminate against them. From the time of the 1944 Education Act, parents have had the right to withdraw their children from Religious Education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so.

#### Monitoring

The religious education co coordinator will monitor planning and children's work. Medium term plans will be held on the school network in the Staff resources area.

#### The School's Church of England Status

The school is a Church of England (Controlled) Primary School and as such has to follow the Kent Agreed Syllabus 2012.

We are also under the jurisdiction of the Church of England Board of Education, via the Canterbury Dioceses, under which we fall. This organisation has regular contact with the school and offers support in our implementation of the Kent Agreed Syllabus.

We also have a special relationship with the village church of St Peter's and St Paul's, Temple Ewell and the school fosters this relationship by holding some of our services there, receiving in – school support from the local vicar and using the building and grounds. These links serve to strengthen our delivery of the RE Curriculum.

### Links with the Community

Links with the community will be encouraged in order to enrich curriculum work and make areas of study more meaningful and relevant to the children. For example, we have close contacts with the vicar of St Peter's and St Paul's who visits classes to support work. Children also visit the local church as part of the syllabus.

### Health and Safety

Health and safety issues may arise in religious education on a number of occasions. Teachers will conform to guidelines within the school health and safety policy in these circumstances.

### Policy Review

This policy was last reviewed in the Autumn Term 2016 by Jo Hygate and will be reviewed again in 2 years time.