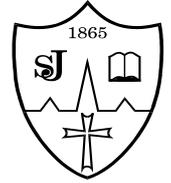


St. James' C of E Primary School

RE Policy



St James' C of E Primary School
RE
Written by: Mrs Caryn Smith
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Reviewed November 2018

1. Introduction

St. James' Primary School, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils. Religious Education is part of the basic curriculum although not part of the National Curriculum because it is taught in accordance with a locally agreed syllabus, in our case, the Gloucestershire Agreed Syllabus 2011-2016. It is a clear intention that Religious Education should not attempt to alter a child's own beliefs but to provide further knowledge of their own and an understanding and insight of another's.

2. Aims/objectives

At its heart is the intention to enable children to become "religiously educated" in order to face the demands of the contemporary world. This means that our children will be pupils who.....

- **have a depth of understanding and insight into religion and belief, and their impact in the lives of believers and society including the implications for their own lives;**
- **are confident and thoughtful about, and able to express, their own beliefs;**
- **act in accordance to their beliefs;**
- **are interested in and respectful towards, the beliefs of others.**
- **are interested in building up their understanding of different religions and beliefs;**
- **are able to think for themselves and recognise where others may be trying to influence them.**
- **continue to explore the questions of meaning that life throws up in light of the insights of faith.**

In the process of exploring religion and belief, RE seeks to develop the following specific **skills and attitudes**;

- Investigate
- Interpret
- Reflect
- Evaluate
- Emphasise
- Analysis
- Synthesise
- Apply
- Express
- Discern

RE also encourages the development of:

- Self awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder

3. Roles and Responsibilities

The role of the co-ordinator is to:

- to provide leadership and direction
- meet aims and objectives of the school and subject
- securing high standards of teaching and learning
- developing whole school policy and practice for RE
- move the school towards raising standards in RE
- support the role of teachers in RE
- evaluate progress and identify areas for development
- monitor RE across the school
- understand the contribution RE makes to the overall education of pupils.

4. Teaching and Learning

- **Curriculum**

The Gloucestershire Agreed Syllabus for Religious Education contains two attainment targets:

AT1 Learning about religion and belief to enable pupils to gain a coherent understanding of each religion and its distinctive features

AT2 Learning from religion and belief to question, reflect upon and share beliefs and values.

- **Planning**

Teachers plan in accordance with the 'Gloucestershire Agreed Syllabus' which sets the programme of study and the standards expected for pupils' work in Religious Education.

Reception

RE is taught in accordance with the agreed syllabus from the 'Religious Education in the Foundation stage' section. Whilst no subject in the early years foundation stage (EYFS) is usually taught discreetly, RE nonetheless has an important role to play. Within the seven strands of the EYFS activities and experiences will "guide children to make sense of their physical world and their community through the opportunities to explore, observe and find out about people, places, technology and the environment." (Statutory Framework for Early Years Foundation Stage)

The RE curriculum for the Early Years ensures that children will have opportunities to find out about aspects of the following from Christianity and a range of different religions and worldviews:

- Stories, poems, prayers and songs
- Festivals and celebrations
- Artefacts and places of worship, visitors and videos
- Their own ideas and questions about religion, belief, truth and right and wrong.

Key Stage 1

The programme of study contains seven units under the three headings; believing, expressing and living. Each unit focuses on the exploration of a key question. Units are taught drawing on material from Christianity and Judaism. Each study unit is taught cohesively except the unit on Religious Celebrations, which will be taught annually by all year groups on a seasonal basis.

When teaching the units it is important to ensure that:

- both attainment targets are met throughout;
- children are enabled to develop a coherent understanding of each religion and that more time is spent on Christianity overall;
- units are arranged to ensure continuity and progression in children's learning within the key stage.

Key stage 2

The programme of study contains nine units under the three headings, believing, expressing and living. Each study unit is taught cohesively except the unit on Religious Festivals, which will be taught annually by all year groups on a seasonal basis.

Systematic teaching of each faith separately emphasises the integrity of each religion. The faiths taught are; Christianity, Islam, Judaism and Hinduism.

When teaching the units it is important to ensure that:

- both attainment targets are met throughout;
- children are enabled to develop a coherent understanding of each religion and that more time is spent on Christianity overall;
- units are arranged to ensure continuity and progression in children's learning within the key stage.

Assessment

Pupils competency in RE will be assessed as: working towards, at expected, at greater depth. Careful questioning and teaching styles, that will extend thinking skills, will also inform the teachers of a pupils mastery of the subject.

5. Resources

We use a variety of resources that are in topic boxes located in the resource area upstairs.

Teachers also access topic boxes from the Gloucestershire RE resource centre:

RE RESOURCE CENTRE, 9 College Green, Gloucester GL1 2LX

Tel: 01452 835560

6. Spiritual Development

R.E. will play a major part in promoting pupils spiritual development through AT2 which is relevant to all pupils regardless of their religious or non religious background. 'It is open to everyone and is not confined to the development of religious beliefs or conversion to a particular faith'. (SCAA Discussion Paper No.3)

Spiritual development is the responsibility of the whole school and of the whole curriculum, (Ofsted discussion paper) Spiritual Development can often be implicit; through actions, attitudes and values towards themselves, others and the world. Opportunities arise for spiritual development in the ethos of the school curriculum, subjects and collective worship.

Pupils will be encouraged to *reflect, exercise curiosity, experience awe and wonder, exercise imagination and intuition, discuss and debate*. Their experiences will help to enable them to draw their own conclusions and explore ideas through critical and independent thought, as they 'search for meaning and purposes in life, consider what it means to be human and have values by which to live'. (A common definition of Spirituality.)

7. Special needs

Planning will provide differentiation for pupils of varying abilities. Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for children with special educational needs. Teaching RE through literacy (stories, poetry, reports on visits, drama,

discussions) and the arts (artwork, music, displays and design technology) will provide pupils with a variety of learning experiences and support pupils with a variety of learning styles.

8. Gifted and Talented

Exceptionally able pupils need to be challenged by making greater use of intellectually demanding activities and the expectation of more general knowledge and abstract ideas and more precision in practical and intellectual tasks.

9. Equal Opportunities

Religious Education should seek to ensure that it promotes respect, mutual understanding and tolerance for those who adhere to different faiths and those unable to accept a religious faith. Pupils need to recognise, understand and respect diversity of values in order to determine and justify their own religious or secular position. Religious Education alongside other parts of the curriculum should enable and help pupils in their understanding of religion within a multi-cultural context, as well as playing a vital part in dispelling ignorance and promoting religious, cultural and racial understanding. All of these ideals are embodied in the equal opportunities policy.

10. Health and Safety

When organising off sites visits, teachers will refer to the school policy, 'Organising Educational visits'.

11. Entitlement

We have the statutory responsibility to deliver RE to all pupils except those withdrawn partly or wholly by parents. RE is a core subject and the requirements of the agreed syllabus are not subject to the flexibility of the Foundation Subjects.

The statutory requirement for teaching RE is;

- | | |
|---|-------------------|
| 12. Foundation Stage 2 and Key Stage 1: | 36 hours per year |
| 13. Key Stage 2: | 45 hours per year |

36 hours is equivalent to one hour per week. This does not mean that RE must be delivered in weekly lessons.

14. Review and monitoring of the policy

This policy has been developed through the discussion with the teaching staff and governing body. It will be updated in line with new changes and initiatives to the curriculum. The implementation of this policy will be monitored by the RE co-ordinator.