

BREDGAR CHURCH OF ENGLAND PRIMARY SCHOOL



Religious Education Policy

DATED: November 2015

REVIEW DATE: November 2018

RE Policy for Bredgar Church of England Primary School



Our Vision Statement:

We believe that we should all show respect for God, for each other and for ourselves.

Bredgar Church of England Primary School is a caring community underpinned by a strong Christian ethos. It is our aim to help each child realise their full potential, by promoting the highest Christian and educational values in all aspects of school life.

We believe that each child must be valued as a person who has an equal right to our care, time and professional attention as a reflection of God's love for that child.

Our purpose is to provide a secure and happy learning environment where all members of our school community are valued as individuals and where their achievements are recognised and celebrated.

Our aim is to fully develop and educate the whole child, preparing them for the future.

The legal Position of Religious Education

RE must be provided for all registered pupils at the school in accordance with Schedule 19 to the School Standards and Framework Act 1998. In Canterbury Diocese, the Diocesan Board of Education recommends that all Church schools follow the Diocesan Schemes of Work which are based on the Kent Locally Agreed Syllabus. This takes account of the 1996 Education Act which requires the syllabus to reflect that the religious traditions of Great Britain are **in the main Christian** whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. Religious Education is inspected under Section 48 of the Education Act (Statutory Inspection of Anglican and Methodist Schools [SIAMS]) .

Right of withdrawal from Religious Education

We firmly believe that RE is an important subject in the children's learning. It is a major contributor to the ethos of our school. However, we fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Head of School if they have any concerns about RE provision and practice at the school.

Rationale

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 children's knowledge of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **Encourage children to explore their own beliefs** (whether they are religious or non-religious), 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 children to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **Teach children to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **Prompt children 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, wonder and mystery**

The contribution Religious Education makes to other curriculum areas:

RE contributes to children's spiritual development by:-

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.
- Developing their own ideas and views on religious and spiritual issues.

RE contributes to moral development by:-

- By enabling children to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.

- Considering what is of ultimate value both to children and people within religious traditions.
- Developing an understanding in religion of the key values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Exploring the influence of family, friends and media on moral choices and how society is influenced by teachings and guidance from religions and beliefs.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

RE contributes to children's social development by:-

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions.

RE contributes to children's cultural development by:-

- Encountering people, stories, artifacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

Community Cohesion by:-

- Providing a key context in which to develop children' understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination in:
 - the school community
 - the community within which the school is located
 - The UK community
 - The Global community

RE and the use of language

RE can also make an important contribution to children's use of language by enabling them to:-

- Acquire and develop a specialist vocabulary

- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Write in different styles such as poetry, diaries and extended writing.
- Highlight their own ideas and those of others.

RE and the use of ICT

RE can make an important contribution to children's use of ICT by:-

- Helping them make effective use of the internet and CD ROMs to investigate and learn from different religions beliefs, teachings and ideas.
- Use e-mail and video conferencing to collaborate with other schools in different locations to Kent.
- Use multimedia and presentation software to communicate their own ideas and those within religions and beliefs.

Approaches to teaching Religious Education

RE is an exciting curriculum subject so we employ a variety of teaching methods.

These include:

- Visiting places of worship and receiving visitors from faith communities
- Using art, drama, music to enrich children understanding
- Using regular times of quiet reflection for children to develop their own thoughts and ideas
- Using pictures, photographs and stories to enhance children learning
- Using artifacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- Developing the use of ICT (particularly DVDs and the internet) to promote understanding of religions and beliefs.

RE is taught through a range of religions and beliefs and key themes.

Differentiation and Special Needs

Teaching will be planned to enable all abilities of children to be challenged and make best progress according to their needs.

School Organization

In accordance with the structure of the Kent Agreed Syllabus children study:

Foundation Stage – Introducing Christianity as the 'heritage religion' of the country and the one that most influences schools and community life and building on religions represented among the pupils.

KS1 - Christianity in the main and in addition, Judaism and Hinduism

KS2 – Christianity in the main and in addition, Judaism, Islam and Sikhism

Assessment, Recording and Reporting

Class teachers track pupil progress using the Diocese's assessment grid against the objectives linked to the RE curriculum. Evidence from written work and class discussion

will be used to assess each child's level of knowledge and understanding. Formal assessments are not used regularly in RE.

In the mid-year and end of year reports, the class teacher will include a comment on pupils' progress and attainment within the RE curriculum.

Monitoring standards of teaching and learning

In line with the school's subject focus monitoring procedure, the RE Coordinator will complete lesson observations, book scrutiny and discussions with pupils.

The senior management team will also monitor the teaching and learning of RE through Learning Walks, book scrutiny and through talking to pupils.

The Governor responsible for RE and Worship may also visit lessons and meet with the RE subject coordinator.

Responsibilities for RE within the school (including school self evaluation)

RE subject Leader: Mrs. Goodwin

Link governor: Rev. Marian Bond & Clive Jacobs

Senior leadership Team

Health and Safety

Due account will be taken of health and safety guidelines and appropriate risk assessments for out of school visits.

Codicil

On 18th January 2017, the Governors of Bredgar CEP School confirmed that the school abides by the Statement of Entitlement for RE. The Governors responsible for RE ensure as part of their monitoring that provision, policy and practice meet the expectations of the Statement of Entitlement.

Sufficient dedicated curriculum time is committed to the delivery of RE. RE is taught for no less than 5% of the total teaching time for each class.

Following Rev. Marian's retirement, the RE Governors are Clive Jacobs and Pat Tatchell.