



Religious Education Policy

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RATIFIED: September 2017
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Religious Education Policy

In this Church of England school, the Religious Education provided is in conformity with the rites, practices and doctrines of the Church of England as laid down in the Trust Deed.

RE plays a major part in promoting the Christian aims, values and ethos of our school as expressed in the mission statement.

The school has adopted the RE syllabus produced by the Chelmsford Diocesan Board of Education.

Following Diocesan guidelines, the proportion of the curriculum time to be allocated to RE should be approximately 5%. Within that, the balance of time allocated to Christianity should be 80% and to other faiths 20%. If appropriate, the non-Christian faiths should be drawn on when studying the syllabus units to develop and deepen understanding. This will also help to keep the balance of time spent on non-Christian faiths while following all the units of the Diocesan syllabus.

Appreciating the different faiths of children attending the school and that of the community, the other faiths studied will be predominantly Islam, with Hinduism and Judaism as subsidiary areas following the 'Essex' agreed syllabus, (explore).

Elements of the RE syllabus may be re-enforced through Collective Worship within the school, (reference being made to the Collective Worship Policy). Particular attention should be made to celebrate festivals from all the religions studied within Collective Worship.

School & Community Links

Links with 'All Saints' Parish Church of Terling are to be fostered where appropriate, as there are opportunities to develop relationships with holy places of other faiths in the community.

Responsibility for the policy

In Voluntary Aided Schools, the management of RE is a distinctive role of the Governors and Headteacher. The policy has been written in consultation with the staff of the school following Diocesan guidelines and approved by the Governing body in September 2017. It is to be reviewed every 3 years by the co-ordinator before being presented to staff and Governors.

Statement

At 'Terling Church of England Primary School', we believe in teaching R.E. so children are able to discover more about themselves, others and God. We encourage children's values and spiritual development to be explored and experienced throughout the whole school.

Within the context of RE Terling Church of England Primary School' will support children and young people in developing their own beliefs, values and attitudes through an exploration of shared human experience and the place and significance of Christianity and other religions in the contemporary world with such emphasis on Anglican and/or Methodist beliefs and practices as is appropriate to the school situation".

Religious Education should support pupils to:

a) Develop a positive attitude to all people, respecting each other's' beliefs and customs and celebrations in a diverse society.

b) Acquire and develop knowledge and understanding of Christianity, Judaism, Islam and Hinduism .

c) Develop an understanding of the influence of beliefs, values and traditions

on individuals and societies, and how religion has shaped and inspired human history and culture, influencing developments in art, music, architecture and literature.

d) Develop the ability to think critically and make reasoned and informed judgements about religious and moral issues, with reference to the teachings of Christianity, Judaism, Islam, Hinduism and Buddhism.

e) Enhance their moral, spiritual, social and cultural development, helping to develop tolerance, consideration and a concern for justice, fairness and truth, through the study of religious teachings and practices.

f) To develop the following skills upon which RE is dependent and spirituality can be developed:

- Investigation
- Interpretation
- Reflection
- Stillness
- Empathy
- Evaluation
- Analysis
- Synthesis
- Application
- Expression

g) To develop and strengthen attitudes such as commitment, fairness, respect, self-understanding and enquiry that is fundamental to religious.

Teaching and Learning Strategies

It is vital that the teaching of RE is regarded as important and thorough planning and preparation take place. In order for the children to enjoy the RE lessons we need to ensure that variety of teaching strategies is used. We use a wide range of sources of information, including the local environment, artefacts, pictures, photographs, internet, books and buildings and people talking about their experiences. Pupils should have opportunities to use stories and poems, music, drama, dance, art and ICT where appropriate as avenues for exploring RE. They should have opportunities to express their learning in a variety of ways.

Equal Opportunities

All pupils regardless of race, age, ability, gender or religious persuasion, will have equality of access to RE. Alternative provision will be made for children whose parents have exercised the right to withdraw their child from RE lessons under the Education Reform Act (1988).

Resources

The allocation, acquisition and maintenance of RE resources will be the responsibility of the R. E. Co-ordinator. Resources should include books, CDs, pictures and artefacts.

The Headteacher will ensure that a reasonable allocation of funds is available for the RE budget.

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All pupils regardless of race, age, ability, gender or religious persuasion, will have equality of access to RE. Alternative provision will be made for children whose parents have exercised the right to withdraw their child from RE lessons under the Education Reform Act (1988).

Management and Support

The role of the RE Co-ordinator is to keep up to date with current developments, to provide activities and resources and to give support and encouragement to other members of staff, to liaise with schools and religious bodies and organisations, and to generally provide some expertise in the field of RE. The teaching and learning will be monitored by lesson observations, pupil perceptions, sampling of work and through assessment.

Health and Safety

Health and Safety regulations will be adhered to, with special reference being made to the Educational Visits policy, when accompanying children on visits outside school.

Special Education Needs provision

Teachers will plan activities according to the needs and abilities within the class, differentiation for the more able and the less able appropriately. The needs of children on the Special Educational Needs register will be accounted for and appropriate to their Provision Maps, with reference to the Special Educational Needs policy.

Assessment and Record-Keeping

Pupils' development will generally be evaluated and assessed by discussion, observation by the teacher and marking of any written work. Assessment will be used to help progress the children's learning about religion and from religion, plan future work, and as part of the annual report to parents.

Professional Development

Staff will undertake and attend courses and development opportunities that are available from both the Local authority and the Diocese. The Co-ordinator will attend network meetings, liaise and work with schools from the Notley Family of School cluster group.