

Arnesby C of E (VC) Primary School RE Policy

Philosophy

Religious Education seeks to develop knowledge, understanding and awareness of Christianity, as the predominant religion in Great Britain, and the other principal religions represented in the country; to encourage respect for those holding different beliefs; and to help promote pupils' spiritual, moral, cultural and mental development'. [Circular 1/94: Religious Education and Collective Worship, p. 12].

Aims

To encourage and assist all pupils to explore and express their own response to the spiritual and religious approaches to life by enabling them:

- A. To acquire a basic knowledge and understanding of religious beliefs and practices
- B. To understand and respect how religious beliefs and values affect ways of living
- C. To develop an increasingly reflective and caring approach to life
- D. To gain an awareness of the spiritual dimension of life.

Values

Our values – through Pupil Voice 2017 are: -

Friendship, Respect, Generosity, Trust, Perseverance, Justice, Forgiveness, Truthfulness

Teaching and Learning

See RE Overview 2018/19 RE Overview 2019/20

Breadth

In Early Years aspects of 5 major religions are covered. At Key Stage 2 material from more than two religions are incorporated into the Scheme of Work.

Balance

There is inherent in the Scheme a reasonable allocation of time and resources for RE. There is a balanced selection of material from different religions and a balance between the study of religions and the exploration of the significance and spirituality of each individual.

Relevance

The Scheme builds on the pupils' own experiences and interests and provides a key to understanding the basic aspects of their own and other people's cultures and the shaping of lifestyles and behaviour.

Coherence

All aspects of RE should be integrated closely and contribute to the central aim of the One Leicester Harmony and Diversity.

Differentiation

What is taught and how it is presented is to be matched to the learners' individual abilities and aptitudes. Teachers' planning shows how pupils' needs are to be met.

Continuity and progression

RE is seen as a development of appropriate concepts, attitudes and skills developed across the key stages from simple to more complex but always with the awareness that even the youngest pupils are capable of profound religious insights.

Integrity

The personal beliefs of the pupil, the teacher and the integrity of the subject itself must be respected. All matters are to be treated with sensitivity and the rights of privacy in matters of personal belief are to be safeguarded.

Assessment, Recording and Reporting

The continuous process of identifying the development of each pupil's learning and understanding will be evidenced from a variety of sources. Assessment is part of the planning process and is linked clearly to learning objectives and outcomes for all four RE strands listed above. Learning outcomes in each unit will be used to assess how the children have progressed and understood the area of study.

Attainment Target 1:

- Knowledge and understanding of religious beliefs and teachings
- Knowledge and understanding of religious practices and lifestyles

- Knowledge and understanding of way of expressing meaning

Attainment Target 2:

- Skills of asking and responding to questions of identity and experience
- Skills of asking and responding to questions of meaning and purpose
- Skills of asking and responding to questions of values and commitments

Information to parents is available at parents' evenings and through the annual report.

Equal Opportunities

Entitlement regardless of age, gender, race, religion or none, all pupils have an equal entitlement to Religious Education, at an appropriate level of understanding for their needs.

Education Act 1993 - The Act requires the RE shall be taught to all pupils in full time education, in accordance with the locally agreed syllabus. Parents may ask to have their children withdrawn from RE lessons and Collective Worship if they so wish.

Health and Safety

Visits to places of worship are undertaken in accordance with the Schools' Health and Safety Policy. Teachers will make visits beforehand. Care will be sought in the handling of artefacts. All pupils and staff have a right to privacy and respect for their own beliefs.

Resources

Teachers' resources are collated in a central storage. The library has a wide range of pupils' books. All classrooms have bibles and other reflective symbols in their reflective areas.

Monitoring and Evaluation

The monitoring of standards and achievement in RE is the responsibility of the RE co-ordinator. As part of the curriculum review cycle, the RE co-ordinator will audit the scheme of work, scrutinise planning, observe lessons, sample pupils' work, carry out pupil interviews and arrange for the governor to make a visit to observe the teaching and learning of RE within the school. This will enable the co-ordinator to provide a strategic lead and direction for the subject in the school and will ensure that areas for improvement are tackled.

Reviewed June 2019

Next review date June 2020