



RE POLICY

Policy Reviewed	Next Review Due
December 2018	September 2019
Reviewed January 2020	Next Review January 2021

RE Policy

In love we flourish and achieve

Inspired by: I Corinthians Ch 13 Vs 4-7

Those who belong to our school: protect, trust, have hope, persevere, show courage and rejoice.

Rationale:

Religious Education enables pupils to understand the nature of religious beliefs and practices and the importance of these in the lives of believers. It encourages pupils in their personal search for meaning, purpose and values and to respect the beliefs and convictions of others.

Religious Education contributes principally to the collective worship, spiritual, moral, social and cultural development of experience.

Our Christian distinctiveness means we want our pupils to value and respect difference through knowledge and understanding. We want them to feel a sense of belonging to feel secure in learning about others.

Aims:

For pupils:-

1. To develop a sense of their own identity and worth and assist them in their personal search for meaning and purpose in life.
2. To develop a positive attitude towards others and an understanding of the influence of beliefs, values and traditions on individuals.
3. To develop a sense of 'awe and wonder' of the world.
4. To develop knowledge and understanding of the origins and nature of Christianity and other principal religious traditions.

Objectives:

To enable pupils:-

1. To develop a sense of their own identity and worth and assist in their personal search for meaning and purpose in life:

- Enjoying the wonder of being alive;
- Appreciating what it is to be valued and respected as a person;
- Appreciating their own gifts and needs;
- Acknowledging and coming to terms with their own fears, anxieties and frustrations and developing ways to deal with problems/difficulties;
- Expressing themselves in satisfying and acceptable ways;
- Develop the gift of love.

2. To develop a positive attitude towards others and an understanding of the influence of beliefs, values and traditions on individuals.

- Learning to co-operate with others and sharing their particular gifts with individuals and groups they meet;
- Appreciating the diversity of people's interests and abilities and learning to value the contribution each person can make;
- Learning that what they think, say and do matters to other people and discerning connections between actions and their consequences.

3. To develop a sense of 'awe and wonder' of the world around:

- Delighting in the rich variety of the world;
- Responding to their experiences with natural spontaneity;
- Appreciate and value living things;
- Exploring materials, situations and operations so that relationships, harmony and pattern may be observed;
- Recognising some responsibility for their surroundings.

To develop knowledge and understanding of the origins and nature of Christianity and other principal religious traditions:

Exploring and appreciating religious practices and symbolism.

Thinking about what people mean when they use religious language.

Use knowledge and understanding of the principal religions to make informed judgements about moral issues.

1. Principles of Teaching and Learning

The RE curriculum offers opportunities to learn about major religions and to learn from religious and human experience. Teaching will give significant amounts of time for reflection on human nature, identity, beliefs and experiences. This is to enable pupils to develop an informed and considered response to religious and moral issues.

Key attitudes will be fostered in RE namely; curiosity to explore ideas and seek answers, a sense of fairness when considering differing arguments and respect for needs, concerns and beliefs of others. RE may be taught within a topic or discretely.

2. Cross-Curricular Skills & Themes

Cross-reference with:-

- Personal, Social & Health Education and Citizenship policy
- Collective Worship policy
- Behaviour policy

2.2 Curriculum Design:

Coverage is mainly through guidance from 'Awareness, Mystery and Value', rolling programme.

2.3 Continuity & Progression:

Our rolling programme covers the minimum requirements – Christianity and one other faith at Key Stage One and Christianity, Judaism, Hinduism and Islam at Key Stage Two.

2.4 Assessment, Recording and Reporting:

Opportunities for assessment are built into each unit of work, giving opportunity to record attainment against both attainment targets and kept in the individual pupil folders. Brief statements are made in the individual annual report to parents.

2.5 Monitoring:

The Headteacher will monitor the Quality of Learning and Teaching within the agreed framework of the Quality of Learning and Teaching policy. It will involve commenting upon classroom teaching, planning and children's work. Further details can be found in the Quality of Teaching and Learning Policy.

The Co-ordinator will monitor the subject using a range of strategies to include; planning, children's work, assessment results, classroom observations using an agreed focus and format, discussions with staff and pupils. The co-ordinator will be expected to; share expertise, keep abreast of relevant information relating to RE, induct new staff, identify staff development needs and ensure resources are appropriately deployed.

2.6 SEN / Equal Opportunities:

Children with special needs participate fully in the programme for R.E. Opportunities will be provided for the child to be an active learner and participant.

We aim to provide a supportive and flexible atmosphere in which all children are enabled to achieve success. We strive to ensure that appropriate resources and expectations are provided to enable all pupils to access their entitlement of full participation in the RE curriculum. We aim to ensure that;

- there is equal access to resources,
- there will be appropriate experiences to address all educational needs and work will be set carefully to take into account the needs of all children. Work may be differentiated by; task, outcome, resource or support. The needs of children who do not have English as their first language are considered and provided for by the plans of the class teacher,
- materials used will not be biased in any way,
- RE is taught from a variety of perspectives which take into account different cultures, interpretations, aesthetic values, relevance to the audience and social values,
- in our teaching we acknowledge that it is the range of resources, delivery and understanding of individual learning styles which will involve both boys and girls. Achievement of both will be monitored across the school by means of National and in-school test results and teacher observations,
- greater challenge and higher levels of questioning need to be offered for those children who are more able or talented.

2.7 Health & Safety

Health and Safety concerns are an integral part of school life. Staff will be mindful of the risk assessments pertaining to the activities which they undertake and carry out risk assessments for unusual activities.

2.8 Liaison

We aim for maximum continuity between our school and other schools. There are regular meetings with; pre-school providers, local primary schools and secondary schools. We share Early Years resources with the pre-school providers and other primary schools.

Conclusion

This policy is in line with the guidelines set out in the Awareness, Mystery & Value Schemes of Work and current school policies for Assessment which provide a broad, balanced and relevant curriculum for all pupils at Spaxton Church of England School. It will be reviewed regularly, within the cycle of policy reviews and any amendments will be presented to the whole staff and approved by Governors before implementation.

Signed Date
Headteacher

Signed Date
Chair of Governors