

Religious Education Policy

1. Aims and objectives

We derive our Religious Education Policy in line with LEA agreed syllabus and Diocesan Guidance to exemplify the schools core Christian values of love, forgiveness, respect, justice and hope and practise our mission statement 'Roots to Grow, Wings to Fly, Faith to Flourish.'

At Tatham Fells C of E (V C) Primary School we encourage the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn *from* religions as well as *about* religions and to explore shared human experiences. From these they are enabled to develop their own beliefs, values and attitudes to religion.

The aims of Religious Education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. The ERA stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although this should only be done once the parents have given written notice to the School Governors. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the School Governors.

The Religious Education Curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the LEA's Agreed Syllabus and the Diocesan Board of Education Scheme of Work; meeting all the requirements set out in those documents.

2. Teaching and learning style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

3. Curriculum planning in Religious Education

We ensure that the topics studied in Religious Education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in Religious Education in three phases (long-term, medium-term and short-term). The long-term plan maps the Religious Education topics studied in each term during each key stage. The RE subject leader works out this plan in conjunction with teaching colleagues in each year group. We teach Religious Education topics in conjunction with other subjects, especially at Key Stage 1. Some of our medium-term (termly) topics have a particular historical focus. In Key Stage 2 we place an increasing emphasis on independent study of religious themes and topics.

Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis. As we have mixed-age classes, we carry out the medium-term planning on a three-year rotation cycle at KS1 and a four-year cycle at KS2. By so doing, we ensure that children have complete coverage of the syllabus, but do not have to repeat topics.

4. Foundation Stage

We teach Religious Education to all children in the school, including those in the Foundation Stage.

In our Foundation Stage, Religious Education is an integral part of the topic work covered during the year. As the Reception Class is part of the Foundation Stage of the National Curriculum, we relate the Religious Education aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five.

5. Contribution of Religious Education to the teaching of other subjects

We ensure that links between RE and other subjects are made wherever possible.

6. Assessment and recording

We assess children's work in Religious Education by making informal judgements as we observe them during lessons.

7. Monitoring and review

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. S/he is responsible for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Tatham Fells CE (VC) Primary School

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This policy was reviewed at a Curriculum Committee meeting on 13th January 2020

Signed (Headteacher):

Signed (On behalf of the Governing Body):

Review date: January 2023