

Bishop Ridley CE Primary School

Religious Education Policy

The Governing Body of Bishop Ridley Church of England Primary School adopts the following resolution:

“That all collective worship in this school shall be in accordance with the principles and practice of the Anglican Church and according to the Rochester Religious Education Syllabus and guidelines”.

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At our school we develop the children’s knowledge and understanding of Christianity and other world faiths, and we aim to address the fundamental questions in life, for example, the meaning of life and the existence of God. We enable children to develop a sound knowledge of Christianity but also enable them to explore other major world religions. Children reflect on what it means to have a faith and to develop their own religious knowledge and understanding. We help the children learn *from* religion as well as *about* religion and to incorporate our core values of trust, friendship, forgiveness, humility, thankfulness and compassion into their everyday life.

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act which states that Religious Education is compulsory for all children, including those in year R. The ERA allows parents to withdraw their child from RE lessons if they so wish. This is done only when the parents have given written notice to the Head Teacher.

RE is required to have equal standing in relation to the core and foundation subjects within the school’s curriculum. We follow the Dearing Review recommendations that the following minimum hours should be devoted to RE.

- Key Stage 1 36 hours per year
- Key Stage 2 45 hours per year

Collective worship is not part of the “taught day” and so is not included in the calculation of RE time.

Aims

RE has a particular contribution to make towards the spiritual, moral, social and cultural education of each pupil: understanding what religions people believe and practise, and how they express themselves (AT1): making sense of who we are, of life and of right and wrong (AT2).

We encourage respect for religious commitment and for those holding different beliefs.

Religious Education enables pupils to learn about religion *by*

- gaining a secure knowledge and understanding of the beliefs, practices and history of Christianity, starting from an Anglican perspective; and
- beginning to explore other faiths, traditions and perspectives.

It also enables pupils to learn from religion by developing the ability to

- express curiosity about fundamental questions of life;
- understand and use religious language;
- reflect on belief, practice, values and tradition in order to understand their influence on the individual, on community life and on culture;
- make informed responses to religious and moral issues;
- identify the relationship between religious belief, human responsibility, global issues and the natural world.

Religious Education contributes to pupils' spiritual, moral, social and cultural development by helping them to develop

- their own beliefs, values, and sense of self-worth;
- respect for other people's faiths and viewpoints;
- appreciation of their own and others' contributions to society and the world;
- a sense of responsibility for themselves and others.

Objectives

- To introduce children to aspects of the story of Jesus and his continuing influence in the world;
- To provide opportunities for children to hear about significant people and their influences on Christian practice;
- To introduce children to the variety of Christian literature and to encourage aesthetic and creative experiences which will help their understanding of Christian ideas and develop an understanding of God;
- To encourage a reflective and prayerful attitude to life and to elicit a response to the feeling of awe, wonder, joy and mystery;
- To understand the importance of religious festivals and worship;
- To lay the foundations of knowledge about other world faiths;
- To develop empathy, self awareness and respect, and the rights of others to hold different beliefs;
- To explore the religious practices of the local community;
- To develop awareness of the needs of people in the world through Christian Aid activities and other relevant groups.

Curriculum planning in R.E.

We plan our RE curriculum in accordance with the Rochester Diocesan Guidelines for RE. We carry out planning in RE in three phases (long term, medium term and short term). The long term plan maps out the topics studied in each term and during each key stage. Our medium term plans give details of each unit of work for each term. Class teachers keep short term plans as appropriate. The RE co-ordinator monitors and reviews these plans on a regular basis.

Religious Education has two attainment targets and these should be reflected in every RE lesson. They are:

- AT1 Learning about religions: knowledge and understanding.
- AT2 Learning from religion: explore, reflect on and respond to religious beliefs, values and experiences.

AT1 Learning about religions – is concerned with developing pupils’ knowledge and understanding of the beliefs, teaching and practices of the religions being studied.

AT2 Learning from religion – is concerned with the response of individual pupils to what they are learning in RE. This attainment target values both what the pupil brings with them to RE and what they learn from it. It encourages reflection and the sharing of their own ideas and concerns. It enables pupils to recognise the fundamental questions about life’s meaning and purpose and to explore the variety of responses given to those questions by religions and philosophies throughout the ages.

Assessment

QCA (Qualifications and Curriculum Authority) has issued non-statutory guidance on RE. This includes national expectations of progress in RE presented as a scale of 5 level descriptors based on the two Attainment Targets (see appendix). These levels are used in RE to aid planning, to raise the standard of teaching and learning in the subject, and to help improve the consistency and effectiveness of assessment in RE. We also make reference to the ‘I can’ statements recommended by the Diocese.

Teachers should aim to make assessments for RE in a variety of ways:-

- Informal observation during class activities;
- Talking to the children about their work;
- Assessing the product of children’s activities e.g. writing, displays, drawings, booklets, answers.

We keep class assessment folders which are completed at the end of each topic. As a school we now level one piece of work per term per child, for both AT1 and AT2. This data is recorded on the SIMS Assessment Manager module.

Equal Opportunities

Within the RE curriculum we are committed to providing an education which offers equality of opportunity for all and freedom from discrimination on grounds of race, disability, faith, creed, denomination and sexual orientation. We respect the right of parents to withdraw their children from RE lessons in accordance with the Education Reform Act 1988.

All children have an entitlement to a broad and balanced curriculum, which enables children to have access to the same range of opportunities.

Resources and provision are reviewed regularly to ensure equality of opportunity and work is differentiated where possible to meet the needs and abilities of children and to ensure quality of access to the curriculum.

Resources

Children have the opportunities to learn about RE from a wide range of resources, including story books, videos, reference books, artefacts and the school library. There are children’s Bibles in each classroom and class sets in the resource area. Collection of artefacts for each religion are kept in the boxes in the corridor alongside the SEN room. All other artefacts, bibles and teacher resources are also kept in this corridor. Children are encouraged to bring items of interest to school. They also

have the opportunity to use pictures, ICT, photographs, cameras, artefacts, books and games.

Summer 2013
To be reviewed Spring 2016