

Religious Education Policy



Black Firs School

The School provides Religious Education as part of the basic curriculum for all children except for those withdrawn by parental request.

Aims

Religious Education makes a distinctive contribution to children's learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of religious education is to help children to understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

Religious education should help children to:

- Formulate their own sense of purpose in life;
- Recognise the ways in which religions have given their adherents a sense of purpose and community;
- Understand the religious belief of others;
- Develop their own beliefs, values and ideals in the light of their experiences;
- Relate their beliefs, values and ideals to their actions and their relationships with others;
- Appreciate what is involved in both the individual and corporate responsibility;
- Develop respect for other people, their beliefs and life-styles.

All children should be encouraged to explore religious beliefs, practices and values. It is not the intention of religious education in maintained schools to promote the beliefs or practices of one religion or denomination.

To encourage greater understanding and more creative communication, we are adopting the School's creative process into our Religious Education teaching.

At Black Firs:-

✓ We will aim to provide quality first-hand experiences as a starting-point to children's Religious Education activities. These will include visits, the handling of artefacts, stories, speaking with and listening to visitors.

✓ We will encourage the children to use our creative process to explore quality outcomes in their development of Religious Education.



Strategies for teaching Religious Education

Our scheme of work is based on the Cheshire Syllabus "Encounter and Response." A copy of this syllabus is on the shelf in the resource area. The syllabus provides clear guidance for each Key Stage and practical suggestions for teachers.

Attainment Targets in Religious Education

Attainment Target 1

Encountering Religion

This attainment target requires children to:

- Engage in open and sensitive exploration of religion;
- Acquire knowledge of religious beliefs, practices and values in Christianity and other principal religions represented in Great Britain.

Develop an understanding of the influence of religious beliefs, practices and values of individuals, communities, societies and cultures.

Ratified by the Governing Body.

Attainment Target 2 Responding to Religion

This attainment target requires children to:

- Develop the ability to make reasoned and informed judgements about religious and moral issues;
- Explore their own beliefs, values and experiences in terms of the spiritual, moral, social and cultural aspects of life by:

Developing awareness of the fundamental questions of life raised by human experience and how religions seek to answer them;

Responding to such questions by relating religious beliefs, practices and values to their own understanding and experience;
Reflecting on their own beliefs, values and experiences in the light of their study;

- Develop respect for other people, their beliefs and life-styles.

Programmes of Study

The Religious Education programme at Key Stage 1

The Religious Education programme at Key Stage 1 should encourage children's spiritual and moral development by:

- Building upon the children's own experiences to enhance their awareness of religion;
- Providing opportunities for hearing and reading stories from principal religions;
- Introducing children to some of the ways in which people mark important events through festivals and celebrations;
- Exploring some important aspects of religion through artefacts;
- Helping children to find out about some places of importance for believers;
- Helping children to learn about the lives of some important religious figures.

At this stage children should also explore themes which help to develop their sensitivity to spiritual, moral and religious issues, e.g.

- Honesty
- Truthfulness
- Compassion
- Courage
- Respect for each other
- Caring for each other
- Caring for the environment
- Choosing between right and wrong

The Religious Education programme at Key Stage 2

The Religious Education programme at Key Stage 2 should encourage children's spiritual and moral development by:

- Building upon children's experiences and the programme of religious education at Key Stage 1;
- Providing opportunities to learn about some of the main features of Christianity and two other principal religions;
- Introducing children to some of the ways in which religious belief is expressed, e.g. in literature, art, music, architecture;
- Helping children to explore some of the ways in which beliefs are expressed in practical actions;
- Providing opportunities for personal reflection and the development of personal beliefs and values.

The religious education programme at this stage should reflect some of the principal beliefs, practices and values of the specific religions being studied.

Children should also explore themes, which help to develop sensitivity to spiritual, moral and religious issues, e.g.

- Family life
- Personal responsibility
- Concern for others
- Environmental concerns
- Friendship
- Forgiveness
- Tolerance
- Social responsibility

Ratified by the Governing Body.

Curriculum Content

Key Stage 1

Christianity
Festivals from different religions

Key Stage 2

Christianity
Judaism
A third religion appropriate to either the topic or the class

The organisation and delivery is detailed in the Scheme of Work.

Progression

The Religious Education curriculum is designed to ensure progression. Areas of study have been carefully selected so that they are appropriate for the age group and build upon previously acquired knowledge.

Special Needs

Refer to School SEND Policy

Equal Opportunities

Religious Education is taught to all children except those withdrawn by parental request.

Feedback to children

See the School Assessment & Marking Policies.

Record Keeping, Assessment & Reporting

Work is covered in projects via Studywork Books or in a separate class book. Teachers' plans provide a record of coverage. Children's progress is continually assessed. Specific assessment opportunities are an integral part of lesson planning. Children's curriculum coverage is recorded and shared with parents via Earwig – *see Schools Assessment Policy*. Parents have an opportunity, on a termly basis at parent interviews, to see the children's work in the classroom. RE is covered via Earwig annual report.

Role of the Co-ordinator for Religious Education

- To ensure coverage of the Religious Education agreed syllabus by consulting and advising staff;
- To monitor use and storage of equipment and resources;
- To lead workshops and discussions about new skills, resources and strategies.

Equipment and Resources

Resources are presently stored in the resource area and the co-ordinator's cupboard.

Health and Safety

Please refer to the School Health and Safety Policy.